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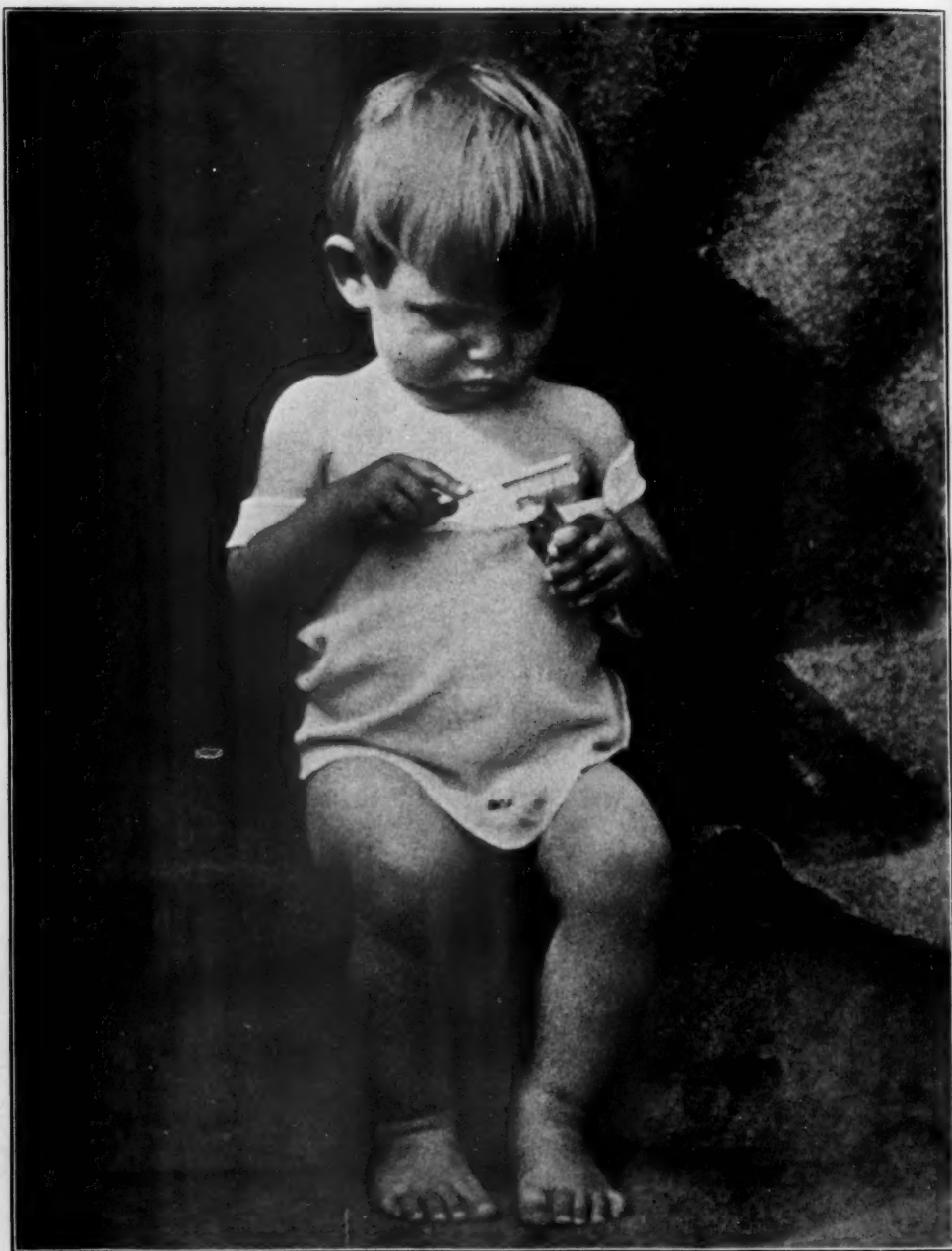
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"HEALTH IS THE GOAL, AND I'M ON MY WAY"

Service in the Ranks

BY MARGARETTA WILLIS REEVE

President, National Congress of Parents and Teachers

BECAUSE of the phenomenal growth of the National Congress of Parents and Teachers during the past six years, the most pressing demand has seemed to be for leadership, and to the securing of properly trained leaders for this great force of a million men and women, much of our attention has been directed.

But just as a good general cannot win a battle without efficient support, so child welfare through the real co-operation of the community cannot be assured by good officers alone. A few months ago we discussed certain types; born leaders, those who achieved leadership and those who had it thrust upon them. Now followers also seem to fall into groups, and as they make up the fighting power of our vast Army of Peace, let us carry the military parallel a little further and note how naturally they fit into the divisions of our Expeditionary Force which is striving to make the world safe for the children.

First come the *Engineers*: their task is to level the barriers between parent and teacher; to build bridges over the gaps between home and school; to clear the ground of obstructing ideas and prejudices, to erect strongholds of concrete accomplishments against the fire of criticism. In this section of our Service, intelligent followers are especially needed, those who are gifted in a marked degree with tact and judgment, with strong, constructive, common sense; who understand the technicalities, what might be called the "higher mathematics" of the parent-teacher movement, who can work out problems and produce satisfactory results from the addition of parent plus teacher plus citizen-at-large.

Then we need *Artillery*; those who are willing and able to make themselves heard; who will speak for the work when occasion offers; who will be prepared to answer objections, to break down the offered opposi-

tion; who will shoot always with a definite aim and not wildly into the air; those who will not allow a meeting to "fall flat" just because they may not enjoy speaking, but will ask questions to open discussion, will take part in plays and pageants, and who, when, in the words of our Parent-Teacher song, the leaders

"... send the Parent-Teachers out
to canvass through the town"

will actively, and armed with all the necessary ammunition,

"... hunt the main objectors up
And talk objections down."

There are great opportunities for good followers in this branch of our Service.

There is another division of our army, one which at one time seemed to be of little practical value but which has become, in our organization as well as in our military parallel, a most important section,—the *Air Service*. For a while the chief object of this division was to *go up*, with no special aim when it had left the ground and with a considerable expenditure of power and energy with no visible results. But we are learning the enormous importance to our work of those who can rise above all petty restrictions and limitations, who can get the broad vision, the wide sweep; who can see not only local conditions but whose keen gaze observes counties and states and even nations; those who can tell us of what lies beyond the mountains of difficulty, the valleys of discouragement and humiliation which lie before us, and who can cheer us on by bringing down to us the picture of the City Beautiful in the heart of which shall one day stand our completed Palace of Childhood.

There are two other lines of service sometimes not fully recognized and appreciated but quite as essential to the well-

being of an army as the more brilliantly uniformed branches of the Force, and in these many will find their opportunity. One is the *Quartermaster's Department* which is concerned with the material side, where there are always people whose business it is to see what things are needed and to get them for those who need them, whether it be food or equipment or supplies.

And the other, which does its work very quietly and for which a special gift is required, is the *Hospital and Ambulance Corps*, one apt to be unprovided for in our associations, for with us it is not a section to which members can be *assigned* for duty. But those who have the gift of healing will find in it their place, to "bind up the broken-hearted," to heal wounded feelings, to carry soothing remedies to fevered temperaments and to restore to active service those who, if allowed to drop by the wayside unnoticed, would create a long casualty list in our reports.

Next we come to the *Cavalry*; those are they who, when obstacles cannot be removed, will ride over them, who are ready to attack any difficult situation, to help snatch a victory out of the very jaws of defeat; who have courage and spirit but

whose energy is under discipline and control; not galloping madly about, trampling on prejudices and feelings regardless of the ground over which they are dashing, but who, accepting and carrying out orders—or plans—as all good followers should do, make possible the advance of those who are equally important but who may lack certain of these characteristics,—the next branch of our service, the *Infantry*. Such a vast number of these, the great mainstay of our organization! Here we find the Average Member, with no spectacular duties assigned, no cannon to fire, no brilliant forward sweeps to make, but entrusted with the great responsibility of *being there* at the right time, to cross the bridge which has been built, to advance steadily when the way has been swept clear, to support the forward movements, to hold the ground which has been won; not to drop out of the ranks because of weariness or discouragement; not to rebel against the leaders and so weaken the whole plan of campaign, but to be always loyal, reliable, intelligently co-operative, and by so doing, to make certain the success of the great forward march for the welfare of the children of America.



The Summer Round-Up of the Children

At the Atlanta Convention special recognition was given to:

1. The first state which registered for the campaign. Illinois, March 10th.
2. The first city which registered 100 per cent of its association. Ames, Iowa.
3. The state having in the campaign the largest percentage of its associations by May 1st. Arkansas—47 per cent.

The prizes were gavels made from the oak tree, in Marietta, Georgia, under which the founder of the Congress, Mrs. Birney, played as a little girl.

These gavels were made and presented by Mr. R. E. Jones, of Atlanta, Georgia.

Special badges were awarded to the winners of the three prizes:

Berrow School, Columbus, Mississippi.

Putnam-Washington School, Marietta, Ohio.

Baker School, Austin, Texas.

HABIT FORMATION

*As Applied to Good Manners for Children**

BY ELSIE C. MEAD AND THEODORA MEAD ABEL, PH.D.

WE are social beings, living in close contact with one another. It is important that we learn to respect the rights of others, to give and take with our neighbors. In practicing a few good manners which have become recognized in our community life we make our path that much smoother and easier.

We all have our own interpretation of the term "good manners." To some it may present a picture of simpering artificiality, but as used in this case it signifies the behavior which reflects consideration of and interest in others. This behavior is controlled entirely by the habits which are formed and followed almost automatically.

HABIT FORMATION THE FUNDAMENTAL LAW

The psychological law on which we base all child training before reason comes into play is the law of habit formation, and when we realize the invariability of this law we learn to persist quietly in its practice even in the face of resistance. Though it may seem impossible to some disheartened parents, proper behavior can be taught, even though it may often mean harder work and a more rigorous régime and require more patience than the teaching of an academic subject. For just as any normal child can learn to read, he can learn to deport himself properly, and it is during childhood that he must form correct habits and learn the fundamentals of real courtesy. Reading, writing and arithmetic can be mastered by the adult mind, but ease of manner and the niceties of behavior are rarely acquired later in life. It is said that a child's mind develops more in the first year of his or her life than in any other subsequent year; so it is well to assume that even the



very little baby is sensitive to the world about him. Our training in proper deportment, therefore, should begin with a firm but gentle hand in the very first months of his life.

EACH CHILD MUST BE STUDIED INDIVIDUALLY

Not every child will acquire good manners in exactly the same way. Some children will take a long time to learn what other children learn quickly. Some children will respond to one method of treatment, others to another. Remember, each child is an individual who has to be studied for his own sake. Just as ways and means for best teaching a child health habits, brushing his teeth, washing his hands, have to be adapted to suit each child, in the same way parents and teachers must find out for themselves certain tricks and methods for inculcating good manners into each individual.

There are, however, a few fundamental rules to follow in teaching all habits to children. These rules have been developed as the result of long and careful study of the various methods of habit formation in children.

RULE 1: START EARLY

The mother, even before the little one is born, should visualize a well disciplined, sensibly brought up infant. There is not an expectant mother who has not this ideal, we are sure, but she does not always realize how much her own state of mind has to do with bringing about the proper results.

The young child learns to form habits quicker than does the adolescent. The thing to do is to teach a child a desirable habit before he has had time to learn the opposite undesirable one. It is far harder

* Excerpt by the author from "Good Manners for Children" by courtesy of publishers Dodd Mead & Co. Inc.

to unlearn one bad habit and learn a new desirable one than it is to start fresh and learn the desirable one from the beginning. Try to teach a child of 5 to say "please" when he wants something, if he has never been taught to do so, but has always been allowed to cry and scream till he obtained the object he wanted. You will find a very hard task before you. On the other hand, take a baby who is just learning to talk and teach him to say "please" whenever he asks for something. Your task will be far easier.

RULE 2: REPETITION MAKES PERFECT

We all know this rule very well in things we learn ourselves. The more we practice on a typewriter, the quicker and more accurately our fingers fly. At the end of a few weeks of practice we hit the keys almost unconsciously. We can write the phrase, "With reference to your letter," without thinking of what we are doing, while at the very start we had to think every time we hit a letter.

The same rule holds true for young children. A baby becomes more and more expert in handling a spoon each day that he is allowed to feed himself. The child becomes more and more skilled in good manners the more he practices them. After awhile he no longer needs to be reminded to stand up when an older person comes into the room, nor to offer his chair to a guest. He does so of his own accord, almost automatically. What we want to do is to teach good manners to children by having them constantly practice them, so that the manners become a part of their regular behavior.

RULE 3: REWARD OR SATISFACTION

This is all-important in habit formation. Repetition does not make perfect if what the child does leads to an unpleasant result for him. If we take the supper plate away from a little girl who is playing with her food, she will not be pleased. If we take her food away each time she does the same thing, she quickly realizes that playing with her food does not bring her satisfaction but rather deprives her of food. Her de-

sire to play with the food will decrease more and more. On the other hand, we should create a feeling of satisfaction when she eats her food without playing. She will be pleased if she is not deprived of her food. She will have pleasure if she is praised at the end of the meal, if she is told that she has eaten like a grown-up.

The little boy who has learned to stand up when his elders come into the room, has done so because he found some pleasure in so doing. He has seen his father and the older boys stand up, and he likes to do as they do. Or he may realize that it gives his mother pleasure to have him stand up when her friends come to call. She considers him a great big boy. He would not like to have her think him a baby.

Satisfaction must accompany an act, so that it will be repeated over and over until it becomes a habit. When a good habit is definitely acquired, the satisfaction does not need to be conscious any more. The act is done automatically.

RULE 4: BE CONSISTENT

It is a curious fact but a true one that young children and even babies are very sensitive to and appreciative of consistent behavior on the part of their parent or whoever is in charge of them. Just as a child is much healthier physically when leading a routine life, with regular meals, regular sleep, so is his behavior much more normal if he is taught always to practice certain habits. A mother who lets her child handle a china vase one day because she is busy and cannot be bothered telling him not to touch it, but on the next day severely scolds him for the same thing, is not very effective in her training.

If we want to teach good manners we must be sure that we are consistent in our methods. If we are teaching a boy of six to take his hat off when he comes into the house, he should be made to take it off each and every time he comes in, not only sometimes when we remember.

If we tell him one thing one day and another thing another day, he soon loses confidence in us and will not be willing to accept our suggestions as to how he

should behave. The child's *attitude* toward us is what we need to develop. If he has respect for us, Rule Three, the Rule of Satisfaction, works the more readily, for he practices what we tell him with satisfaction because he is eager to please the ones he admires and respects.

Then, also, there should be consistency throughout the household. There should be concerted action on the part of both parents. Nothing so undermines the discipline and clogs the machinery of a home as when a child knows that he can appeal from the judgment of one parent to that of another. Parents, to keep the proper authority, must never disagree before their children. It nullifies their influence.

EFFECT OF ENVIRONMENT

To the assertion frequently made by the discouraged parents of an unmannerly child, "He was just born that way," we should reply that while some children are born with a gentler disposition than others; parents shirk their responsibility when they blame bad manners wholly on a child's inherent qualities. For after all it is chiefly home environment which is reflected in the conduct of the average child. Look at the case of Johnny, a bright little boy of 4, who invariably said, "Aw shut up," every

time a friendly neighbor who met him in the street inquired about his welfare. Johnny was not a disagreeable boy, for he had a sunny disposition, but every time he spoke in his father's presence he was told to shut up. He was like a mirror, reflecting what comes to it.

Rarely do we see a polite child whose environment is rough and rude. Yet, how is it, then, that so often a rude and overbearing child comes from the gentlest of homes? This discrepancy between what a child is and what he should be is traceable to two main major causes. The first of these is carelessness in the parents' own manners and speech. It is futile to demand of the child courtesies which the adults are too heedless to practise themselves. The second cause is an unbalanced love, where over-fond parents hesitate to interfere with their child's freedom of expression or thwart his untutored desires, but indulge his every whim.

A child must learn that his parents are not teaching him "company manners." He should feel that good manners must be practiced at home, as well as abroad. We can succeed in implanting this idea only if we never fall from grace ourselves and do not deny our own family the graciousness which we show to strangers.

That "Straightening Up" Problem

BY CAROLYN H. RHONE

YESTERDAY afternoon I called in a home where one little mother does every bit of housework for a family of five children and a husky father, thrown in. As I chatted by the fire, my glance roved around the living room and even stole into the kitchen and reception hall. The *straightened up* appearance of the whole house attracted and held my attention. There was no hat on the piano, no rubbers in the hall, no newspapers on the floor by the Morris chair, no pipe and tobacco on the library table.

"You're a wonder to me," I said, finally. "You always have time to visit, and your

house is always 'picked up.' It looks as if you had been getting ready for company, but I know you haven't. I've never seen it look cluttered."

She smiled. "Come with me," she said, and she led me into the kitchen where she pointed to a set of shelves in a more or less obscure corner of the room—a set of seven shelves, the top one about five feet from the floor, the bottom one, about eighteen inches.

I looked at the shelves curiously; they held such an assortment of articles. On the top one was a pipe, a flashlight, a tin of tobacco and an old felt hat; the second was empty except for a pair of scissors; the

third contained a baseball glove, a ball, and a battered arithmetic; the fourth was absolutely bare; the fifth held a mouth-organ, a pair of rubbers, a sweater, and a tablet; a picture book, a box of paints and some paper dolls occupied the sixth; and the bottom shelf contained a rag doll and some building blocks.

"These are my 'pick-up' shelves," she explained. And she pointed to labels on the edge of each shelf, labels made of pieces of adhesive tape about an inch and a half long and three quarters of an inch wide. On these novel labels were printed these inscriptions: FATHER, MOTHER, BILLY, JANE, ALBERT, ANNETTE, and DOTTIE, respectively.

In response to my questioning look she explained. "I used to spend at least an hour, every morning, 'straightening up' after my family. I ran from one end of the house to the other—from the overshoe rack in the hall closet to the plaything box in the back bedroom. In desperation, I tried discipline.

"I am not going to pick up after you any more," I said sternly. "I shall leave your things right where you drop them, and you will have to put them all away before you can go out to play, or have any lunch."

"Heroically, I walked over playthings and rubbers, half the time, and the other half the time, I exhausted myself making the children take care of their possessions. It didn't work. Confusion, things upside down, irritate me, make me cross and unhappy. Then finally, one morning, I had this inspiration. A carpenter was here putting a new partition in the cellar for a coal bin and I made use of him. I had him build these shelves for me, here in this corner where they are not a bit conspicuous.

"The next morning when I started to do my work, I went through the rooms with my little clothes basket and picked everything up at one time. I sorted my collection according to owners, and put the articles on the shelves, the whole process taking only twelve minutes. Then I went about my other work, smiling. The baby was the first to come under the tyranny of my new device.

"Where's Dottie's sand buttet?" she asked.

"Here it is, darling, down on this little shelf. Mamma has told you to put your playthings in the box in the back bedroom when you get through with them. If you leave them lying on the floor, mamma will have to punish you by putting them on this shelf. The naughty shelf!"

"Naughty Dottie; naughtee buttet; naughtee shelf," she sang, going about her play.

"Dad came in next. 'Where is my hammer?' he asked. 'I know I had it in the den this morning!'

"I pointed out his particular shelf and explained my plan.

"Madame Reformer," he laughed; 'you ought to go into politics!'

"During the day, everybody came in conflict with those shelves. At the dinner table that night, I went into details. 'Order,' I explained, 'is a necessity everywhere. We must form orderly habits of thought and action, or we'll never succeed.' Father made a face, back of his coffee cup, just for me to see.

"What if we keep our shelves empty," asked Billy, the most disorderly member of the family.

"Well, I'm coming to that," I answered. The person whose shelf is empty all day may stay up a half hour past bedtime and choose the story to be read or the game to be played."

"But suppose everybody's shelf is empty?" asked practical Jane.

"Then the choice of the story would have to be a matter for arbitration," I decided.

"The point is, Did it work?" I asked the mother when she had finished her account.

"It didn't work any miracles, as you can see by looking at the shelves today," she laughed. "But it does save me a good half hour every day. Albert and Jane are the only ones who succeeded in staying up that extra half hour very often. They all get a good deal of fun picking up after each other, catching each other being careless. And if there's some special reason for want-

ing to stay up late, they are all angels of order. Billy shouts with delight every time he finds anything of mine out of place; tells the whole family about it. He found those scissors out on the porch where I left them after I had finished cutting the sweet peas this morning, and you'd have thought he had discovered a new planet, the way he gloated over me, and announced his discovery to everybody."

"Who puts the things away, off the shelf?" I asked.

"Everybody has to put away his own possessions before he can have any dessert for dinner," she answered. "Rewards and punishments are not supposed to be good child psychology," she apologized, as I picked up my gloves and hat, preparing to depart, "but I'll confess, I'm a bit old-fashioned."

The Children Who Don't Like School

BY JOHN H. BUTLER

GEE! I wish I could quit school." Have you ever heard this expression come from your boy or girl? Or perchance you have heard this: "Ma, why do I have to take algebra, anyway? I hate the old stuff and I know it will never do me any good."

Or have you heard ten thousand or so variations of the above, ranging all the way from a dislike for one study down through the stages of aversion, to a bitter and violent hatred of anything that savors of education? If you have not, then one of several things is true: either your children are so utterly stupid that they don't know enough to protest; or the course of study in their school is an enlightened one-in-a-thousand; or their teachers are those equally rare and gifted instructors who can make anything interesting to anybody. All of which brings us to the question: what do your children learn in school?

When you eat artichokes for the first time, you are really doing two things: you are eating artichokes and acquiring a liking for artichokes, or a disliking for artichokes. The main business—as a motion-picture director would say—is the eating of the artichokes. That is what you sat down to do. When you have finished, that is the only material thing you can point to as having been accomplished. But, in spite of all you can do, there has come to you either a liking for artichokes, or a disliking for artichokes.

It may grow either one way or the other. If it is a liking, it may grow to more liking,

as you eat more artichokes. If it is a disliking, it may grow to more disliking, as social niceties compel you to swallow the pesky things, now and then. Or it may start with disliking and gradually turn to liking, if you eat sparingly each time and make an honest effort to like them.

Your daughter started to high school last fall, and for the first time was initiated into the mysteries of algebra. By this time in the school year Helen has learned two different sets of things about algebra. First she has learned, to some degree, something about that body of facts with which algebra deals. For example, she has learned that in removing the parentheses of a quantity, preceded by a minus sign, she must change all the signs of that quantity; she has learned how to clear an equation of fractions; how to transpose terms, etc.

This corresponds to what you did when you sat down and ate the artichokes. Now at the very same time, she has built up an attitude toward algebra. Maybe it is a liking for algebra; but often it is a feeling of active dislike.

Educators sometimes call these two kinds of learning, direct learnings and attendant learnings. There are those of us who say that it is the attendant learnings that are the most important in the lives of your children.

Go back to your own school days. Do you remember when you studied Shakespeare? Most likely you read it in class; Henry read a few paragraphs; then Susan read a few; and then Daisy; and so on un-

til it was your turn. Maybe your teacher would get inspired to the point where she would give each one a part to read. In almost any case, however, it was pretty dull stuff, for you had read the whole play through the first few days and got the interesting part of it, long before the weary class dragged through. To make matters worse, your teacher made you write character sketches of everyone from Portia to Ophelia; to make matters still worse, you had to look up all the obsolete words, the foot notes and other what-nots. All in all, you fetched a heavy sigh of relief when Shakespeare was at last finished. As far as most of the people who read this are concerned, their study of the talented old Englishman stopped right there. We knew most people have a full set in half-leather in the library at home. They do look handsome, don't they? But, let's see, when did they read one of them last?

These were your direct learnings. They have faded. You have most likely forgotten the quotation that begins: "To be or not to be"; and maybe you are a bit vague on the oration of Antony over the dead body of Cæsar. But your attendant learnings, gentle reader, are with you yet. That is the reason you never read Hamlet any more, when you lean back in your easy chair after dinner, but pick up a copy of "Main Street." The attendant learnings when you studied Shakespeare—for most of you—were boredom and perhaps acute dislike. They are with you yet, and probably always will be.

They are teaching Shakespeare much the same way in most of our schools today. They are teaching American literature in much the same way. The attendant learnings of your children will be much the same. Suppose now, that your teacher had made Shakespeare interesting; suppose she had let you read as fast as you wished, so that you would not have got weary with the classroom monotony. In short, suppose she had built up in you a liking for Shakespeare. Would it have been worth while? Would it have been worth while to have got you interested in the stories Shakespeare tells so well, even if you never wrote a single character sketch? Maybe that liking would

have lived until today; maybe you would still read Shakespeare. Maybe that liking would have led you into reading other Elizabethan dramatists. Maybe this latter, in turn, would have got you interested in the whole broad and rich field of English literature; which would have spread out into American literature; which would have—but you see the point.

What are your children learning in school? They need the direct learnings—some of them. They should know the fundamentals of arithmetic, the fundamentals of good English and so on. But is it worth while for your son to study Silas Marner so exhaustively that he can write a character sketch of everyone in the book, if that sort of thing is going to make him so sick of George Eliot that he will never in his life read the "Mill on the Floss," or any of the other fine books Eliot has given the world?

Will he remember those direct learnings? Are they necessary to prepare him for life? Will he remember the attendant learnings? Will he ever again pick up a book written by Scott if he had to spend a whole half year reading *Ivanhoe*, writing essays on it, looking up unending foot notes and the like? Which is the more important?

Is it worth while to force your son to learn how to extract the cube root of a polynomial, if that sort of thing builds up in him such a hatred of *all* mathematics that he will never voluntarily take up again a subject that uses mathematics; or even study a profession or trade that uses them? Is it worth while to drive your daughter to distraction by making her learn what an iambic foot is, what a pentameter means, and all the other technical things commonly taught when she takes up poetry in her junior year in high school; is it worth while to force her to get these direct learnings—which she will soon forget—if she builds up such an intense dislike for poetry, that never afterward will she open a book of poems, or pause to even glance at verse in a magazine?

What are your children learning in school? In the elementary grades are they acquiring such a dislike for school that they will beg not to be forced to go on to high school? In high school are they being

ground into such a hatred of books that they want to quit and go to work; that the mere mention of college to them makes them come to open rebellion?

If so, do not blame the teachers, the principal, the superintendent of schools. There is an old biblical verse that says something about picking a beam out of your own eye. If you lived in France, where the school system is a sort of bureaucracy controlled by the central government and completely out of the hands of the local community, then things might be different. But here in the United States the schools are very largely under the control of the community. You hire a superintendent who sets the policy of the school. He is your employe and must do as you say.

He will tell you that your son cannot get into Harvard unless he takes Latin. All right, let Latin be *offered*; if your son wants to go to Harvard he will take it. But don't *force* every boy and girl to take Latin, for there are hundreds of other colleges where Latin is not required for entrance. Most high school boys and girls do not go to college at all.

Isn't it foolish to force a girl who is interested in music—wants to take it up for a career—to take algebra and geometry? Yet the superintendent says she must take them, or the state will take his high school from the accredited list. He's right, but that does not excuse you. Why in the world don't you do something about it? They are your schools. You pay for them. You furnish the children that fill them. As for the state university that accredits high schools and often talks in a high and mighty manner: it's your state university. You pay for it when you pay state taxes. You furnish the students.

Neither the superintendent of schools nor the president of the state university is an autocrat. They are your employes and will do what you order them to do. The big trouble is that you don't order them; you merely grumble, grumble, grumble. You find fault and ask for nothing sensible; for most of you have never taken pains to learn enough about your schools to make an intelligent criticism.

In ninety-nine cases out of a hundred, the trouble can be laid even more directly at your door. You actually want your children to study the things that they hate, the things that make them sick of school.

Young John, Jr., came home from high school the first day filled with enthusiasm. The principal had told him that he could pick his own course. There was the regular, academic, mathematics, and Latin course; there was the commercial course; and there was—your son's eyes shone—a vocational course in which he could study automobile repairing and the like. These courses all occupied the regular four years but, naturally, only the regular academic course fitted one for college.

Now John, Jr., was mechanically inclined; he always liked to tinker around machinery, and the vocational course was like a glimpse of heaven to him. So he asked you to sign the card that would permit him to enter it.

But father looked at him with a brow dark as a thunder cloud. His son take a vocational course? Not by a jugful. His son was going to college. His son was going to be a doctor, or a lawyer, or something like that. Vocational course? He should say not.

And so he over-rode the pleas of John Jr. He blotted the enthusiasm from his son's bright young eyes, and replaced it with sullen resignation. He made John Jr. take the academic course, and then he criticised the school system because John Jr. failed in Latin and American history, and barely managed to scrape through in his other studies. John Jr. went to college. Maybe he was asked to leave at the end of the first half year, as are many thousands each Christmas time in this country. Maybe John Jr. scraped through college by the skin of his molars; maybe he made a success in life in spite of it all, but the chances are that he did not.

Perhaps John Jr. was not the son of a father who could count on sending him to college. But just the same that father refused to let John Jr. take the vocational course. No, sir! *He* had to work with his

hands, but he would be darned if his children were going to do it. No, sir! If Banker Smith's son took the academic course his son would too. His son was just as good as any other man's son.

There isn't a bricklayer, or a carpenter, or a plasterer, or any other well-paid and quite happy middle-class workman in the United States, that does not want his son to become a lawyer, a doctor, a dentist—anything but a bricklayer, a carpenter, or a plasterer.

The poor little Mary Juniors fare the same way, but to a lesser degree. Whether mother has more sense than father; whether the hopes of the family are pinned more on the Johnnies than on the Marys, or whether the same stigma is not attached to girls' vocational courses I do not know, but the situation, as it does exist over the country, is bad enough.

Why can't parents recognize that their children will make a far greater success at what they like, than at what they dislike?

Prevention—Greater than Cure

BY FLORENCE A. SHERMAN, M.D.

Assistant State Medical Inspector of Schools, New York State Department of Education

IT takes a clever doctor to keep people well! Health, not disease, is the slogan of today!

Preventive measures which most interest us are those in connection with children, and prevention is fast coming to be recognized as the only sane measure in connection with the adult. "Keeping up with China" is something we may well think about so far as the relation of the doctor to the home is concerned! Complete physical examination periodically, as given by the Life Extension Institute, under the direction and leadership of Dr. Lyman Fisk and Prof. Irving Fisher is to my mind one of the most splendid preventive measures ever developed in this country. The long and ever-increasing number of patients speak for the plan. It is most important that we begin to make a closer study of the rights of the child and see that such rights are assured to all children. This subject has never before received the intensive study which is being given it at the present time.

If we read aright the lessons of the war, it must be impressed upon us that some of the fundamental rights of the child have been ignored. These rights named in order of their sequence and importance as I see them, may be stated as follows:

First. The right to be wanted and the right to be well born.

Second. The right that the parent shall be healthy mentally and physically, in order that the child shall not begin life handicapped by some transmissible disease.

Third. The right that the mother shall be so cared for by some provision, federal, state, or both, that neither through poverty nor ignorance shall she bring her child into the world in unhygienic surroundings and without skillful treatment.

Fourth. The right to have its own mother's milk as long as it needs it unless possibly there is more legitimate reason why in special cases it may not seem best. This right is one frequently denied.

Fifth. The right that when the child reaches school age, as well as before, he shall have the best resources that the government can command.

Sixth. That a compulsory school system shall maintain properly built and properly equipped school buildings. That they shall be sanitary, clean, properly ventilated, lighted, healthfully seated and heated, have healthful water for drinking and washing purposes. That they should have sanitary toilets and equipment, rest rooms for teachers, equipment for serving hot luncheons and special feedings. That the school should be a place where boys and girls are able to keep well and to improve in health.

Such measures as these, if rightly pur-

sued, will, I believe, stamp out much of the unrest in the world and physical fitness will be assured to all in the future.

THE IMPORTANCE OF TEACHING EARLY HEALTH HABITS

First. The end to be arrived at is not information, but action—the daily practice of the rules of healthy living.

Second. The principal underlying all successful health teaching must be *positive*, not *negative*. We must think in terms of health and not in terms of disease. Our slogan must be *keeping* well, not *getting* well. We must create enthusiasm to attain and maintain health.

Third. Health must also be taught by personal example, at home, and at school. We must practice what we preach, more

than we have done in the past. Parents and teachers must acquire the health viewpoint before they can expect to “put over” a lesson. We have been too much inclined to regard health as something arbitrarily given or withheld from us by Providence, something over which we have no control! We now know that in order to possess health we must earn it by obeying health laws. The most fundamental of these laws relate to the practice of daily health habits. Obedience to these should become almost automatic, so that a child will be uncomfortable unless, for instance, his face and hands and ears and neck and nails and clothes are clean, and his food wholesome. He should be taught to take pride in being healthy and so make others want to be healthy, too.

Celebrating America's Liberty

1776-1926

JUST 150 years ago this July Fourth, the liberty bell rang out the signing of the Declaration of Independence. So this year a play or pageant of America's liberty is particularly appropriate for school celebrations or the community celebration of Independence Day.

A new pageant play, “Toward Liberty,” by Lucy Barton, has been prepared especially for the Sesqui-Centennial and is obtainable from the Playground and Recreation Association of America, 315 Fourth Avenue, New York City, price 25 cents. This play runs about three quarters of an hour and requires only curtains as a stage setting. It is adapted to presentation by schools.

Events in American colonial history which led to the independence of the colonies are dramatized, with two opposing characters, “Despotism” and “The New Age” sustaining the argument. In England, Edmund Burke appears before Parliament with his famous speech on conciliation; in America is heard Patrick Henry's great protest ending—“give me liberty or give me death.”

A list of plays, pageants, books and other available material pertaining to the Sesqui-Centennial has just been prepared by the Playground Association and will be sent at a nominal charge of 15 cents.



TRAINING CHILDREN IN THRIFT

BY KATHARINE CHAPIN HIGGINS

This article by Mrs. Milton P. Higgins has been in my possession for many years. It was written for the Massachusetts Bulletin but was never published. So forcibly does it recall Mrs. Higgins' personality, style of expression and her interest in the training of children that it is now given to the CHILD WELFARE MAGAZINE that it may be read by the many thousands who knew and loved the Past President of the National Congress of Parents and Teachers.—M. S. M.

THRIFT has become an educational necessity.

Our children should be taught it from their early childhood so that it will become a habit. They should be given a few toys at a time and should be made to take care of them, pick them up, and feel sorry when they are broken or lost. They should be able to dress themselves, except to button their clothes, by the time they are three years of age.

Children should early be taught the use of money. When quite young they can be given an allowance of five cents (in pennies instead of a nickel), and taught to spend it wisely. If they want something that costs ten cents they can save for two weeks and then buy it.

Don't try to have them save at a very early age for the sake of saving. That will come later. It is our duty first to teach them to spend wisely, not to save.

Each parent can give a child the opportunity to earn money, but should not pay him in money for doing the many little things around the house which he should do for the comfort of the family. Give him special, unusual work. If possible, give him a garden and let him buy the seed and under direction do the planting, the weeding, the hoeing. Then buy his vegetables, paying him the best market prices.

Make the child feel his responsibility. How can you do it? By using practical methods. I knew a boy about nine years old named Philip, who said to his mother:

"I want a new pair of trousers. I am tired of these old corduroy pants."

She said, "My son, it is all we can do to feed and clothe us all in a simple way. I don't see how I can buy you a new pair of trousers just now, but I understand

Jimmy Smith wants to give up his newspaper route, and he says if you will go with him tomorrow and learn the route you may have it. So you can earn a new pair of trousers."

So the next day Philip went on the paper route with Jimmy, but he came back so tired that he cried as he said, "I can never do it in the world."

It seemed that Jimmy had a bicycle and Philip had been running all the way to keep up with him. His mother comforted him, but not by saying, "You needn't try it." Instead, she said, "I'll go with you tomorrow."

It was very warm weather, but she put on her broad-brimmed hat and went the whole route and encouraged him to keep on. So he found he could do it, and after a month he received his pay and brought it home to his mother.

"Now," she said, "we will take out a dollar and put it in the bank for your future education, and you can have the rest for new trousers."

Philip took out the bills and held them in his hand.

"Do you mean, mother, that this money is all mine and I can spend it?"

"Yes," she replied. He waited a few minutes, contemplating his great wealth, then looked down at the old corduroy trousers and said, as he rubbed his left hand up and down on them, "I guess these will last a while longer."

The very fact that he owned money enough to buy the trousers took away the desire. It wasn't his mother's money or his father's, but it was his own money, and unconsciously he had learned a great lesson in thrift.

GIRLS' ATHLETICS—WISE AND OTHERWISE

BY LILLIAN SCHOEDLER

Executive Secretary, Women's Division, National Amateur Athletic Federation

THIS is a plea for help—for interest—for intelligent understanding and co-operation in one of the most important matters which have to do with the young people of our country.

At first thought it may seem like a far cry from Parent-Teacher interests to athletics—and a generation ago it might have been. Today, however, when athletics and physical recreation are no longer regarded in schools and colleges as a more or less frivolous and unimportant part of the curriculum—a superfluous “extra” which has no serious connection with the educational function of the school—but as one of the most vital parts of our educational system; when educators are realizing that the building up and maintaining of physical well-being in children is as much a part of the responsibility of our schools and colleges as is the development of mental skill and power; when almost every community has its gymnasium, its swimming pools, its playing fields; when athletics have established their value as one of the most worthwhile means of furthering qualities not only of sound health, but of character and citizenship, it behooves us, I think, to inquire a little more carefully than we have been doing, perhaps, into what is happening in *our* communities and to *our* children.

Are our educational institutions, our recreation centers, all of the channels through which the athletic life of our community flows, discharging their obligations in this important field wisely or not? And what are the standards by which we should judge?

It may be interesting at this point to go back for a moment, and to explain that three years ago a conference of some of the most important physical education and athletic leaders in girls' work throughout the country was called in Washington to answer the latter question. There had been a tremendous increase in interest in girls' athletics

following the war. Its growth was so rapid, and the desire of girls for athletic activity was so out of all proportion to the number of adequately trained leaders available to take charge of it, that many undesirable and even dangerous tendencies began to develop for lack of sound guidance and knowledge. Men and women throughout the nation who realized the serious consequences which might be involved, decided that concerted action among *constructively* interested forces was necessary not only to oppose the unwholesome policies which were springing up, but also to formulate and establish national standards for the sane and *wholesome* development of girls' athletics along sound lines.

The Women's Division of the National Amateur Athletic Federation, the organization which this conference brought into being, has grown since those days into one of the most powerful women's organizations in the country. Thousands of groups are taking part in its work, among them the country's leading colleges and universities, private schools and public school systems, city and state departments of physical education, Girl Scout and Camp Fire organizations, Y. W. C. A., Y. W. H. A., Catholic and other religious groups, girls' clubs, playgrounds, camps and industrial organizations. As a co-operative undertaking in which everybody both gets and gives help, which brings all constructively interested organizations together for purposes of more efficient correlation and functioning, the Women's Division of the N. A. A. F., through these groups, is conducting a nationwide campaign to provide for girls a system of recreational, safeguarded, health-giving and character-building athletic activity—the kind of athletics which will mean a maximum amount of benefit and enjoyment and the minimum amount of harm for the greatest possible number of girls and women—

based on the standards which the Washington conference formulated.

These standards, in turn, are based on a fundamental conception which is somewhat different from the popular point of view. They measure success in athletics not in terms of scores, not in terms of a pleased audience, not by winning teams or broken athletic records or championship victories, but *in terms of the welfare of the girl who is taking part in them.* That, say the members of the Women's Division, is the only thing that matters, and is the important starting point in all sound physical recreation. The worth of any athletic program must be judged by the conscientious answer that can be given to the question, "Are the athletics which Margaret (or Mary or Ruth) is taking part in the ones best suited to her particular needs and conditions and limitations? the ones that are going to *build up* her physical well-being and vigor, and not sap them? ones that are going to make her, by the end of her present school year, a better, stronger, healthier girl than she was at the beginning? Is her school adapting its athletic program to *her*, or trying to adapt *her* to its athletic program?" If the answer can be the one which it should be, well and good. If not, then something is the matter.

What "the matter" is will probably not be difficult to determine through an honest search for facts. The cause may lie in an overdose of athletic participation; in a poor choice or arrangement of program; in an insufficient correlation between the health examination and the activities schedule; in a lack of adequate physical supervision; in the fact that the school principal or physical director places school prestige and winning teams above the welfare of the individual; in an inexperienced physical education staff; in an attitude toward athletics which makes inter-school competition the end, rather than a questionable means; in the fact that there is too much interest in the school in a few "star" athletes, to the neglect of the opportunities and obligations due to the school group as a whole. It may be one of a combination of so many things that it may not be amiss to consider just

what does and what does not constitute the elements of a sound athletic program for girls.

There are three outstanding factors in the platform of the Women's Division.

The first is that athletics must be developed for girls *as girls*.

The second is that girls' athletics must be adequately safeguarded and protected.

The third is that they must be made possible, in suitable and interesting form, for *all* girls, regardless of their athletic skill, and not only for an expert or privileged few.

It is strange that there should be so much difficulty in making people realize that girls are *girls*, and are not boys; and that, as girls they have a different physical make-up from boys, different resources of strength, different needs, different responsibilities in life for which they must be fitted and safeguarded; different character qualities which should be developed. It is because of these factors that girls' athletics have to be planned for them *as girls*, in full consideration of their special needs and conditions as girls; and that their athletics cannot, without chances of grave harm, be blind copies of standards and programs worked out for men and boys to meet entirely different physical and other situations. Do the athletics in your schools recognize this, or are the girls, for example, allowed to play their basket-ball by the rules by which the boys play? The men and women physical directors who have studied the question of girls' athletics scientifically, who know the needs of girls physically and physiologically and psychologically, are unanimous in disapproving of the use of boys' rules for girls in basket-ball, as entirely unsuited to the capacities and needs of the average girl. Is this realized in your schools? or is some man coach who knows nothing about girls' athletics from any but a playing point of view allowed to set his personal opinion against this wealth of scientific testimony, and use the so-called "boys'" rules instead of the recommended "girls'" rules? Or is yours one of the many communities, perhaps, which has a woman instructor for its girls' basket-ball teams who has been taught that

girls' rules are the wise ones for girls, but who is prevented from using them by the weight or pressure of popular opinion which, without any knowledge of the issues involved, forces the use of the boys' rules? Do the people who conduct your school athletics recognize also such facts as that the running of long distances, which mean severe strain, are unsuited to girls' needs and conditions, and that events which involve heavy throwing, or jumping events which may mean jars or wrenches, should have no place in the girls' program? It would be worth knowing.

In safeguarding and protecting girls' athletics, there are several other points to consider.

Of first importance is the matter of physical safeguarding through the use of adequate health examinations, and of building up a girls' athletic program on the conditions which the examination shows. Every effort should be made to give a girl the type of activity suited to her condition if she is strong. But if she has physical weaknesses, there should be an even greater effort to give her the type of exercise that will help her to overcome any defects which her examination has disclosed. Only the strongest and physically and organically most sound girls in a group should be allowed to play basket-ball. For the less vigorous, games making less demand on the player should be organized—volley-ball, hit-pin baseball, desk tennis, cage ball, long ball, end ball, and similar games of which there is such a wealth. As much attention as is possible should be given to the matter of corrective, or remedial or "personal" gymnastics, to overcome weak heart conditions, bad backs, poor arches, etc. The matter of a close correlation between a girl's health examination and her program is one which cannot be too importantly stressed. Nor can the desirability, wherever feasible, of periodic follow-up examinations to check up on the program which has been assigned, and to make sure that it is being helpful.

The menstrual question is a further part of this physical safeguarding. We need to recognize frankly the fact that there is an absence of definite scientific proof in regard

to this matter in its relation to exercise. A medical committee of the Women's Division of the N. A. A. F. is beginning such a national study. Meanwhile, until we can know more than we do, the Committee has stated that "it seems rational to advise avoidance of excesses of inactivity and activity, and to let the individual girl be guided by her medical adviser." If there is a question, it is certainly wiser to err on the side of under-doing than over-doing; wiser, in view of the important issues at stake, to be safe than sorry. Most physical educators agree that girls should not take part in vigorous athletics during the first three days of the menstrual period.

Another item in our program of safeguarding is the recommendation that women be put in charge of girls' athletics. Women know girls. They understand their physical limitations, their needs, their conditions; they are better able to keep an intelligent and careful check on them. They are more apt to have an attitude of constructive education than that of a "coach" toward the girls in the charge, and not be concerned solely with the developing of skilled athletes regardless of whether they are developing also healthier individuals. All women leaders are not good leaders just because they are women, unfortunately. Men as a whole, however, have neither an understanding of nor a background of training in, the field of girls' athletics. They are not apt to have a clear appreciation of the need for differentiation between girls' athletics and those of the boys with which they are familiar—or even if they have the appreciation, all too often they have neither the training nor the equipment to guide them in handling the girls' problem. We are working constantly toward the development of more, and more adequately trained, women leaders, and to a place where not only the actual conducting of the athletic program, but its planning and supervision also, are in the hands of qualified *women*.

We need to safeguard our girls' athletics in still another way—by keeping them recreational in spirit and aim (furthering the ideal of sport for sport's sake), and making every effort, as our Women's Division plat-

form states, "to protect them from exploitation for the enjoyment of the spectator, or for the athletic reputation or commercial advantage of any institution or organization." Schools that exploit their athletic teams or individuals as a means of school boosting or increasing school prestige; a physical director who will build her athletic programs for a tournament or a meet, for example, from the point of view of what the audience wants rather than from the point of view of what is best for the girls taking part; a leader who will let a girl strain beyond her capacity for the sake of winning points or credits for her team or organization—conditions like these should have no place in our girls' athletics. Nor, it scarcely seems necessary to add, should the commercialized type of athletics in which programs are put on, with gate receipts, as a means of raising money or getting publicity; or the kind of athletic events in which girls take part, before indiscriminate audiences, in public meets. It is sad enough that boys' athletics are exploited in this manner. We like to hope that our girls won't be "used" in the same way, for ulterior purposes in which the girl herself is very rarely the gainer.

The third outstanding factor which needs to be emphasized in any consideration of ideals toward which a good athletic program should build is universal participation—a "democratizing" of athletic opportunity which offers adequate provision for interesting and suitable recreation for *every* girl in a school or a group. If you have watched school athletics, you know how easy it is to think of them in terms of a single school team, or a few individual "stars." You know how these are the people on whom first thought and attention and emphasis are lavished, to the greater, if not the *utter*, neglect of the rest of the students in the school. Have you ever stopped to think what would happen to our educational system if our teachers of academic subjects—English, for example—would pick out the six best people in their school of a hundred or a thousand or more, and put all of their attention on *them*, without any concern for the others? We have got to realize that it

is no different in our athletics; that the opportunity for sound physical education and athletic activity is the right of *every* child, and that the people who are the less skilled and unskilled members of the school or group are, after all, the ones most in need of the benefits which participation in athletics can bring. The people who heretofore *haven't* been reached by our athletic programs—the ones who have sat on the side lines and watched the stars perform—not only need desperately the physical upbuilding which athletics can give, but are the very ones who need the training in co-operation, in team play, in initiative, in leadership, in confidence, in sportsmanship, in all of the other things which are a part of all athletic training. Our emphasis and interest in athletics have been on the wrong group. If our athletics are to accomplish their real purposes, there must be a radical change. Many schools have already made long strides in the new directions. They are building away from the "star" ideal, away from the system which pictures the athletics of a school of thousands of children in terms of one team of a few members, and which then exploits that team in championship competition throughout its city or district or state with other teams similarly organized. They are concentrating instead on the development of *many* teams within a school or group in a well-developed "intramural" program, with class teams and squads, and not only one team to a class, but three and four and five and six, or as many as are needed to make possible a place on a team for every girl in that school who comes out for athletics. Inter-class games are then played between teams of like skill, and the whole school *takes part* in the athletic program instead of *watching* it. Leaders are coming to realize that it is much more worthwhile to break physical handicaps for the many students in a school, than athletic records by a few of them; more worthwhile to be known as the school which has more girls taking part in a sound athletic program than the school which, through a team of six girls who represent that school's athletics in public competition, can beat every other team of six girls in its neighbor-

hood; that it is educationally and socially more valuable and important to bring up the physical efficiency and achievement level of the *whole* school group even by a small amount, than the level of only a few individuals in it even by startling figures, while nothing is done for the others. These are the types of ideals which the Women's Division of the N. A. A. F. is fostering.

And these are the types of ideals in the furthering of which the help of the National Congress of Parents and Teachers is desperately needed. Your organization, like our Women's Division, is made up of men and women whose fundamental concern is the well-being and development and safeguarding of our country's youth. It is your members who help to mould public opinion, and who serve as the members of school boards which formulate policies. Our Women's Division leaders need the help of *your* leaders. They can do their work effectively only insofar as the influential people in their communities will stand behind them. A single physical director in a school has small power, for example, to put in girls' rules for girls in basket-ball, when the principal insists that boy's rules shall be used, and insists on that, often, because that is what the community demands. It does little good for an athletic director to seek to install adequate physical examinations if there are no funds for the services of an examining physician, and no one is interested in seeing that they are made available. Championship contests in which girls' teams go barnstorming throughout the county or district or state under the most undesirable conditions will continue just so long as mothers let their children play on such teams, and communities encourage that type of thing. Schools will be hampered in developing their physical education programs just so long as the intelligent leaders in our cities and towns sit back and feel that it is someone else's responsibility to get out and urge that adequate gymnasias be built and playing fields be secured, and that salaries are created to pay for physical directors with sound training.

What, you may ask, are some of the ways

in which local Parent-Teacher Associations can help in all of this work? I would suggest:

(1) Realize the need for your interest in the problem, either in terms of your own children, or of your responsibility as a leader of your community.

(2) Try to find out what conditions *are*, in relation to what they should be.

(3) Seek conferences with school principals and with physical directors, and get their points of view, and ask them if there are ways in which your groups can be of service. If they are doing good work, let them feel that you stand behind them. (If they are *not*, stand behind them, but push them—out!!)

(4) Use your influence as members of school boards, or of boards of Y. W. C. A.'s, girls' organizations, etc., to educate your community in regard to constructive standards, and try as far as possible to root out those which are unconstructive.

(5) Help in any way that you can to secure better facilities for physical education and athletic activities, and more adequate leadership where it is needed. Work particularly toward eliminating the "coach" type of man from leadership in our girls' athletics.

(6) Let the Women's Division of the N. A. A. F. (address, 2 West 46th Street, New York City), know about any situations in which it can be of service, or about any questions which it can help to answer. Write to us for further information about our undertaking if you are interested.

The National Congress of Parents and Teachers has given its endorsement to the work we are doing. We hope more than we can say that every local organization will feel that it wants to make that endorsement count by interesting itself in the situation in its own community, so that our Women's Division of the N. A. A. F. can help to bring to a quicker and richer fulfillment the aim of your own National Congress' Physical Education Committee, for that is our aim also:

"For every child in the schools, full physical education and health training and a good time."

HOW CAN THE "P.-T.A." HELP THE SCHOOL?

BY ELSIE STALLMAN

Principal, Mark Twain School, Sioux Falls, South Dakota

I WAS asked to answer this question because there is a general impression that I am opposed to the Parent-Teacher Association. How that came about I can't say, but it must be somewhat of a surprise to the faithful women whose help I have so often asked in the past.

One cannot very well be opposed to anything that helps to make work easier and the results obtained more far-reaching.

In all of our American cities there is a multiplicity of organizations stepping on each other's toes. We are great joiners. For this reason the work of each organization must be scrutinized closely to judge of its value. We want to be sure that the ideal of the Parent-Teacher Association is service.

The work of the modern public school system has become very complicated. Fifty years ago the school day was devoted to the teaching of the three R's, in a somewhat hit-or-miss manner. We still teach the three R's, in spite of all the reports to the contrary, but we also teach geography, history, civics, natural science, fine and industrial arts, hygiene, manners, morals, how to work and how to play. We try to make your children physically fit and morally fit to do the world's work. The home has sloughed off many of its old duties. The work of the schools of fifty years ago was supplemented by a very instructive home life. Each child had his duties that made him a part of a very effective working organization. The social life of that home was simple and wholesome. The modern home makes very small demands upon children. They have lost the stabilizing influ-

This striking paper was presented at the annual meeting of the South Dakota State Branch of the Congress. Every word in it is of value—and not one is wasted. Miss Stallman is the Principal of a large school and she speaks from experience. If every Parent-Teacher Association would follow her sound advice, we should have no failure to record.

ence of necessary work—work that must be done. The school has taken up much of the work that used to be done in the home, and it must take up still more if the home continues to fall down. The school is now the place for play as well as work, and the teachers must direct this play. It

sometimes seems to us that there must be very few things left for mothers to do!

We are training for citizenship. All over the country, in spite of reports to the contrary, wonderful work is being done in our schools. Can that work be supplemented by co-operation with the home? It ought to be possible for parents and teachers to work together when both are working for the same end—to give our girls and boys a better, fuller and more useful life than we ourselves have had. We can't do this by misunderstanding and by criticising unjustly. We must try to get each other's viewpoint. Teachers can't work alone. Neither can parents.

The history of the development of our modern educational system shows that it is the result of the unselfish work of the men and women of yesterday, working *in* and *out* of the school.

Ours is not a static civilization. Our work is not done. New conditions must be met, improvements must be made all along the line. There *must* be intelligent co-operation of parents and teachers. We must work together if our schools are to grow to fit the needs of a changing society.

Great amounts of money have been spent on the schools, and still greater amounts must be spent. Our people must give and give until it hurts. And they must be made

glad to give. You must find out the good that your schools are doing and advertise it. Show our heavy tax-payers that they are getting their money's worth. Think yourself that our schools are getting better in every way. They really are.

I wonder if you parents can faintly understand how much it means to us teachers to know you are with us! The home where the father backs up the mother and the mother the father is usually an efficient one. It doesn't need to have its difficulties straightened out at the juvenile court. A school that is supported by the sympathetic co-operation of parents can work wonders. Prominent educators tell us we must motivate all of our work. Well, it isn't the easiest thing in the world to motivate some of the necessary drudgery of the school, but if the home interest is added to the incentive we try to supply, our task is cut in half. Be interested in what your children are doing—*really* interested.

Not every parent, unfortunately, is intelligent enough to know that there must be co-operation. The Parent-Teacher Association can help to spread the gospel. In our meetings that topic should often be discussed. So often an angry mother calls at the school and with the children standing by proceeds to tell us what she thinks of us. That mother has destroyed her children's faith in their teacher. From that time on she is working against almost insurmountable difficulties. Can't this organization help to create a sentiment against such—well—such stupidity?

Parents often criticise the work of a teacher whose room they have never visited. You can't fairly criticise what you haven't seen. And you can't believe all that children report—you ought to hear what they tell us about you! The Parent-Teacher Association must encourage school visiting—not en masse, on special occasions, but everyday visiting—seeing a session through.

Surely this organization is not meant to be a social one, meeting once a month to hear a song, see a dance, drink a cup of coffee and depart. There must be work to do. The "Parent-Teacher Association" must look around. If there is no work to

do there is no need of an organization. If there is work, organize and do it.

There is so much to do!

You can give your school clean, healthful, moral surroundings. Your parents can drive out what is unclean and demoralizing. Work from school out to the city and state.

You can create an atmosphere of interest in the school and of appreciation for it. Think it's the best school in town and help to make it so. Help the children to think that it is a little better than the best. You will get better work from your teachers and your children if you do.

Many changes have been made since you went to school. Try to understand why they have been made. Do not try to make our plans for us, but read up on school work. Ask teachers why things are done as they are. Come seeking information and you'll get it. Give part of your meetings to asking about things you do not understand and want to understand. We'll be glad to talk if we know what you want.

Do not form cliques in the Parent-Teacher Association. The public schools are a democratic institution. Children are democratic. They will work and play together and judge by true standards if left alone. Parents should be just as broad-minded. Leaders should encourage the timid parents to talk. They may give you ideas. They may help you. Be friendly. Your problems may have been intelligently met by some quiet little woman who will not talk unless urged to do so.

The shiftless, ignorant parent can be helped and encouraged to do better. You want hygienic surroundings for your children. You can't have them as long as there are careless, ignorant parents. Help us to fill the schools with clean, well-fed children. Give them their chance.

Organize to put your school across in a big way. Help it to mean something to the community. Back it up. Stand by it. Support it and make others want to support it. Be loyal to it. *Prove* that the Parent-Teacher Association is not just another unimportant organization, but is something vital to your community, your state and your country.

WHAT TO SEE

BY ELIZABETH K. KERNS

National Chairman of Motion Pictures

IF the vehemence and energy so wastefully used in the drives against censorship were concentrated on the sources which make censorship necessary, some of the protests at home and abroad would be stilled. The feeling is not limited to this country alone. Trade papers furnish information concerning the rejection and revision of films by censors in foreign countries and a study of these reports leaves no doubt of the universality of opinion concerning the need of some sort of control.

This feeling was manifested in a number of bills introduced in state legislatures as well as in the Swope bill, the second bill in Congress for the Federal control of the "Movies." Needless to say all the forces of the industry were employed to defeat or "pickle" the bills and once more legislation for the protection of the public was balked. Personal attacks, vitriolic denunciations and steam roller methods are not likely to swerve those in favor of censorship from their course. As in the case of vicious pictures, an attack frequently serves as advertisement, stimulates interest and defeats its own ends. These aggressive tactics coming from the industry indicate a change of policy—that which is disapproved or disliked is no longer to be ignored. *Perhaps* the time is propitious to fully analyze, criticize and report on *disapproved* pictures, and to hold these records for future ammunition in conjunction with those of which we approve, enjoy and are glad to recommend as evidenced below.

(A)

FAMILY:

- "A Big Show" (John Lowell). Asso. Exhib. —Pathe.
- *"Big Parade" (Renee Adoree and John Gilbert). Metro-Goldwyn-Mayer.
- *"Ben Hur" (Ramon Novarro and May MacAvoy). Metro-Goldwyn-Mayer.
- "Beverly of Graustark" (Marion Davies and Antonio Moreno). Metro-Goldwyn-Mayer.
- "Brown of Harvard" (Jack Pickford and Mary Brian). Metro-Goldwyn-Mayer.
- "Flaming Waters" (Pauline Garon). Associated Arts—Film Booking.
- "His Jazz Bride" (Marie Prevost and Matt Moore). Warner Bros.
- "That's My Baby" (Douglas MacLean). Famous Players-Lasky.
- "The Beautiful Cheat" (Laura La Plante). Universal.
- *"The Black Pirate" (Douglas Fairbanks). Elton Corp.—United Artists.
- "The Flaming Frontier" (Hoot Gibson). Universal.
- "The Lucky Lady" (Greta Neissen and Marc Mac Dermott). Famous Players.
- "The Perfect Clown" (Larry Semon). Pathe.
- "The Untamed Lady" (Gloria Swanson). Paramount.
- "The Sap" (Kenneth Harlan and Patsy Ruth Miller). Warner Bros.
- "Tony Runs Wild" (Tom Mix). Fox.
- "Wind Jammer" (Circus story). Masterpiece.
- "Watch Your Wife" (Virginia Valli and Pat O'Malley). Universal.

(B)*

- "Somebody's Mother" (Mary Carr). Rayart Corp.
- "The Prince of Broadway" (George Walsh). Chadwick Pict.

WESTERN:

- "A Desperate Chance." M. R. Schlank Prod.
- "Lost Trail" (Jack Hoxie). M. R. Schlank Prod.
- "One Punch O'Day" (Billy Sullivan). Rayart Pict. Corp.

ADULT:

(A)

- "Dance Madness" (Conrad Nagel and Claire Windsor). Metro-Goldwyn-Mayer.
- "Prince of Pilsen" (Anita Stewart and George Sydney). Belasco Prod. Co.
- "Pleasures of the Rich" (Mary Carr and Jack Mulhall). Tiffany Prod. Corp.
- "The Secret Spring" (French picture). Warner Bros.
- "Three Weeks in Paris" (Matt Moore and Dorothy De Vore). Warner Bros.

SHORT REELS:

- "Inside Dope" (Grantland Rice, Sportlight), Pathe.
- Famous Melody Series: "Songs of England," "Songs of Ireland," "Songs of Scotland." Pathe.
- Pathe Review: No. 17.

COMEDIES:

- "Big Hearted Fish" (Paul Terry Fable). Pathe.
- "In Blunderland" (Felix the Cat). Educational Films.

*The pictures listed under B are harmless but second rate as to plot and production.

Play and Recreation



Department of the Playground and Recreation Association of America

CONDUCTED BY J. W. FAUST AND MABEL TRAVIS WOOD

Street Playgrounds

Suggestions by the National Safety Council and the Playground and Recreation Association of America

WHERE adequate play spaces are not otherwise provided, children will play in the street. The child traffic accident rates of some of our most densely populated cities show the penalties paid by innocent children for the indifference of adults to their needs for safe play.

Streets closed for play are becoming increasingly popular. They can never take the place of real play fields, with their broad spaces and their permanency, but in cities where adequate play space is not yet available and where the playgrounds already established are too far away from the small children of the neighborhood to be useful to them, such streets have become a satisfactory means of supplementing the more permanent play spaces, thus increasing the city's play opportunities until further provision can be made. They have also proved, in many cases, a good means of publicity for playground work.

SELECTION OF LOCATIONS

The selection of streets to be closed for play must be based upon several important considerations. It is not practical to close a block in a boulevard and to divert traffic to other streets during the period of supervised play. The "dead end" or otherwise unimportant street should be selected, if it has the other necessary qualities.

If possible, streets should be selected, parallel to which there are alleys in each of the adjacent blocks so that access to the property fronting on to the closed street will not be rendered impossible.

A street playground should be established only on a paved street, so that the pavement can be flushed and the children given the advantage of a clean play surface. In addition, the smooth paved surface is better for games.

Street playgrounds should be selected for ready accessibility to the children of all ages that may be expected to use them. The children should not be required to cross heavily traveled streets. In the case of a boulevard or through street traversing a densely populated district, street playgrounds should be established on both sides of the boulevard or through street, so that children will not have to cross it to reach the playground.

Of course, street playground locations cannot be selected without consideration for the attitude of city officials and for the adjacent property owners. First, the general plan must be sold to the city officials having jurisdiction over the streets and the traffic upon them. Then at least a majority of the residents and property owners along the street to be closed to traffic must approve the action. Unless there are outstanding disadvantages to the establishment of such

playgrounds, however, there should be little difficulty in convincing both of these groups of the need and desirability for such play spaces.

In New York City the closing of a street often results from a petition to the Mayor's Committee on the part of the residents of the street. An investigator is sent to ascertain how many on the block are in favor of the closing and how many are against it. The majority rules.

In some cities a survey of streets which might well be closed for play is made before permission is requested from the City Council. In Newark, N. J., localities noted for juvenile delinquency were chosen. In Buffalo, ten play streets have been operated each afternoon in the summer in foreign sections where parks and recreation centers do not exist. Blind streets have been used, if possible—otherwise, short blocks where the traffic is not congested. In Detroit, the Safety First Bureau of the Department of the Police and the Department of Recreation made a survey of the city, picking out streets where child population was dense and where there would be the least inconvenience to traffic. Streets upon which there were fire hydrants, stores, bake shops, factories and industrial concerns were not allowed to be used. In some cities, hospital streets must also be kept free.

PROTECTION

It is not sufficient merely to designate a block as a street playground. The "closed to traffic" feature must be maintained inviolate and the children must be so supervised that adjacent property will not be damaged. Children should be encouraged to enter the play street from the cross walks rather than to walk at random

over lawns and parking. In fact, a street playground should be made so desirable a thing in the community, that the adjacent residents will obtain real satisfaction from the presence of the children at play.

A street playground must be properly marked to prevent its use by vehicles during the play period. A rope stretched across the street or a barricade is not sufficient. In addition to such measures a sign, preferably yellow with black lettering, bearing the words "Stop—Street Closed for Play" or some similar statement should be conspicuously displayed. This sign should be set up during the play period, at a point where traffic can be diverted from the street without having to turn around and go back some distance. To exercise good judgment in this regard is only fair to the drivers of vehicles.

Closing a street to traffic is an official function and the signs should be placed by policemen or other representatives of official city departments. They should always be placed at the proper time and, when not in use should be taken away from the street entirely so that they will not be confusing to drivers having occasion to use the street at other times of the day.

To assist in the supervision, some of the older boys and girls may be designated as patrols, with the responsibility of keeping the children within the proper limits during their play period. They may also be used to protect the children as they go to and from the playground by escorting them across streets at dangerous intersections. These patrols should operate under the direction of the playground supervisor or other person in charge.

Wherever possible, a trained director of play should be in charge of each street play-



"Stop—Street Closed for Play!"



A Street Shower Bath

ground. If volunteer directors are used, they should be properly instructed in the activities to be conducted and frequent visits should be made by representatives of the city department or the organization in charge.

In Detroit, parents living on the street are secured as volunteers to watch over the play of the children on the streets where play leaders cannot be furnished by the recreation department. The supervisors of the department of recreation, in making their rounds of the playgrounds, visit these street playgrounds to see that things are conducted properly.

In Covington, Kentucky, the Boy Scouts helped conduct the play activities and later the residents of the streets gave some co-operation.

In Newark, New Jersey, each center is in charge of a paid playground director who has built up an organization of older boys and girls in the neighborhood to assist him in teaching games to the different groups. The plan was carried out in all the play centers with remarkable results. After each playground session, a brief meeting of the volunteer play leaders was held. At these meetings, suggestions for improvement of

work was given, and once every two weeks a social evening was enjoyed by the director and his volunteer associates.

Different age groups should be segregated for their specific kinds of games and activities. This assures the smaller children protection against the rougher games of the older ones and simplifies the problem of direction.

It is important to have a definite schedule of days and hours during which each street playground will be in operation. Irregularity in this regard is exceedingly undesirable as it causes the children to use the particular street as a playground when no supervision is provided and when the signs and barricades are not placed for their protection. Some cities have streets closed for play during the forenoon, others during the afternoon, and still others during the early evening hours. The time ranges from one and one-half to three hours.

ACTIVITIES

The space available in a street playground limits the variety of activities which can be carried on. For example, games using a hard base ball, which may be batted through a window, are not possible. The more com-

mon street playground activities are team and circle games, relay races, roller skating meets, hockey, special bicycle races, basket ball, volley ball, barrel ball, story telling, quoits, bean bag games, street dances and coasting.

Street shower baths are enjoyed in a number of cities in connection with street play. Several cities have special street shower bath equipment which can be attached to any fire plug. On hot days it is common practice to omit the games involving excessive exercise, and to have health talks, singing and similar activities requiring little physical exertion.

Interest in the street playgrounds may be increased by arranging for play meets at the end of the season among children from the various street playgrounds. If the streets are closed for play during the evening hours, motion picture shows are possible. As on permanent playgrounds, safety games and activities are introduced into the street playground programs. These are designed to teach the children the protection which is provided for them upon the streets and how they should take advantage of it; their responsibility for the safety of themselves and others, particularly those younger than themselves, upon the streets; how to be careful in their play at home, etc. Children should be encouraged to give their names and addresses in case they stray from home or become lost.

GENERAL

There have been few cases where the objections to street play by residents seemed to be insurmountable. In most cases, this type of playground has aroused much interest. The most interested spectators at the

street playgrounds are, frequently, parents of the children, who will go many blocks to enjoy the games.

Valuable contacts have been made by street playgrounds between the parents of the children and the playground supervisors and other authorities. For example, when the streets are first closed it is common for parents to go to the directors of play to find out what is going to take place. In some localities the adults have become so interested in the movement that they have gathered contributions to give the children parties and have provided prizes for the closing playground session. Block playgrounds have proved an excellent aid to Americanization.

In Buffalo the majority of the people requested a return of play streets the following summer. The six weeks of operation were totally devoid of accident.

Winchester, Virginia, reported that the children learned the meaning of team work on school play streets. They learned how to organize games, which they now can play in their own yards. A better attitude has been fostered between the pupils and teachers.

Judge Austin E. Griffiths, of the Superior Court of the State of Washington says: "If, for any reason, we let our children grow up less than strong and vigorous men and women when we have the opportunity and the means to furnish them strength and vigor we are wasting the very manhood and womanhood for which in reality the streets are made and kept and for which all else social and political exists. There is, therefore, no excuse for letting streets and children waste side by side."

Games to Play at Home

THE following games were recently suggested by the Department of Recreation in Reading, Pa. They are appropriate for the "four to eight year olds."

Round and Round Went the Gallant Ship.—This simple little game for the tiny tots consists in dancing around in a circle with clasped hands, while some "grown-up"

sings the following verse, the children all joining in, and bobbing down quickly as the ship goes to the bottom of the sea:

"Three times round went our gallant ship,
And three times round went she;
Three times round went our gallant ship—
Then she sank to the bottom of the sea."

A tumble as the ship goes down adds to the fun.

"Chicken" Game.—Walking through the streets in Hong Kong one comes continually upon groups of little Chinese children playing this game. A number of straight rows of kindling wood are laid on the ground—as many rows as there are children—and in each row the sticks are an easy hopping distance apart. The players, who are the chickens, stand at the heads of the lines. At a signal each chicken begins to hop over the sticks in his line. Only one foot must touch the ground at a time, so it isn't an easy journey. When the end of the row is successfully reached the last stick is kicked away, and the chicken hops back to his starting point. As soon as he reaches the first stick that, too, may be kicked away, and he goes on—hopping forward and backward—until only one stick is left in his row. The player who does this first wins the game.

Charlie Over the Water.—One of the players is chosen to be Charlie. He stands in the center of the circle, while the others join hands and dance around him, repeating the rhyme:

"Charlie over the water,
Charlie over the sea,
Charlie caught a blackbird,
But he can't catch me!"

At the last words the players stoop, and Charlie tries to tag them before they can stand up again. If he succeeds, the player tagged changes places with him.

Blossoms and Boreas.—This is a game that little children dearly love. The players are divided into two groups, each group having a home marked off at the opposite ends of the room, or playground, with a long neutral place between. One of the groups represents a flower, the children deciding among themselves which flower they shall be—rose, violet, pansy, etc. They then walk over near the home of the other group; these players (who represent Boreas—the wind) stand in a row on their line, ready to run and guess what the flower chosen by their opponents may be. As soon as the right flower is called out, the entire group owning the name must run home, the wind chasing them.

Any players caught by the wind before reaching home become his prisoners and

join his side. The remaining flowers repeat the play, choosing a different name each time. This continues until all of the flowers have been caught.

Menagerie.—The players are seated in a row, and the leader whispers to each one the name of some animal whose cry he, or she, must imitate. Each player in turn squeaks, roars, barks, moos, quacks, according to the part he has to play, when the leader asks some simple question. What each player represents the others must guess. At the end the leader counts three, and all the cries are given in concert.

Pebble Chase.—This is a modern game of Greek children, played as follows:

The leader stands among the players holding a pebble in his hands. Each player extends his hands—palm to palm—and the leader puts his hands between the palms of each player as if to drop in the pebble he is holding. The player who receives the pebble is chased by the others and may only be "saved" by returning to the leader, and giving him the pebble. The chase begins as soon as the players suspect who holds the pebble, so each player should carefully watch the hands and the faces of the others to see who gets it, and as soon as he suspects some one, to start and chase him.

Leaders and players must keep the secret of the pebble's whereabouts, but not after the last pair of hands has been passed.

Flying Dutchman.—The players form in a large ring. A girl and a boy stand outside the ring and start the game by running around the circle, holding hands as they run, then one of them touches a couple in the ring and continues running—with her partner—around the circle as speedily as possible. The couple touched must immediately run around the circle in the opposite direction, also holding hands as they run. If the couple that were "It" beat them back to their position, they become "It" in turn and proceed around the circle to touch another couple.

When the running couples meet as they fly around the circle in opposite directions it may take some tall maneuvering to avoid a collision. The game is full of fun and especially adapted to the out of doors.

Summer Work for Pre-School Circles

BY MRS. CLIFFORD WALKER

CONTRARY to the usual club or association custom, the pre-school circles should function at their best through the summer. This is the ideal time for preparation for school entrance in September, and it is also the season when children's diseases are abroad in the land. The pre-school department has established its right to existence, and it calls upon every other organization of both men and women to recognize that it is the foundation stone of their being and must be set in the proper place if their building is to abide.

By any of several possible means of inquiry, find where the children live who are to enter the first grade this fall, and by letter or personal visits gain the parents' attention to the importance of a health examination in order that the child may not be retarded throughout the year from physical causes. Set certain dates for health clinics or examinations, to be held in the school building for these pre-school children, and arrange for the physicians to divide the time in attendance. As the work goes on we are meeting with more and more cordial cooperation on the part of doctors.

In cities and large towns success has come from dividing the territory into sections in which there is an average of fifteen mothers of pre-school age children. These are given numbers—some use the names of flowers—to distinguish them, and hold their meetings monthly in the various neighborhoods. Then, in order to impress more forcefully the fact that each club is a part of the larger organization, all working for a single purpose, a meeting of the entire circle is held at the school building now and then with a program of interest to all.

You will find the child health clinic the greatest opportunity for the launching of the pre-school movement, since it will attract the attention of the fathers and mothers to the definite accomplishments which are certain to follow your efforts. It is only a matter of beginning—when once the tax-

payers realize what enormous amounts they are called upon to pay for neglect of childhood, they will become your staunchest supporters. Grade repeaters and irregular attendance tell the story as to health, for they most often mean malnutrition, infectious diseases, defective teeth, hearing and eyesight, adenoid conditions and bad tonsils. Why not find this out before school begins and save the parents, the child, other grade children and taxpayers this plan, embarrassment, delay and expense that must be allotted to each in turn?

One city whose superintendent of schools has become the strongest advocate of pre-school work estimates that the number of repeaters in its first grades has already been reduced by twenty-six per cent. This result amazed the most ardent enthusiasts of the pre-school department and vindicated their claims in an incredibly short time.

When this age in your community has been gotten ready for school, turn your attention to the ones lower down the line, and get in behind all the problems that you found existing in the six-year-olds—forestalling them with the strength of an informed and alert parenthood. Add to this the study of the child four-square, for men and women must be built in the early days to withstand all the shocks that the world may hurl against them later. An intelligent and consecrated parenthood will go far toward eliminating the heavy expense upon us of delinquents and dependents. Community nurses should be substituted for policemen, and wholesome recreation for juvenile courts.

There is no question more important in any town or city than that of the pre-school child. Its study will solve more problems than can any other organization. In fact, it is the member-trainer and the problem-solver for the grammar and high school Parent-Teacher Association. They should each find it their duty and pleasure to heartily assist in promoting the pre-school circles.

"WHY DO WE DO RIGHT?"

BY MARY S. HAVILAND

Research Secretary, National Child Welfare Association

I WANT my children to do right *because it is right*, not for the sake of rewards." "I want my pupils to do right *for its own sake*, not for titles and recognition." "I want my children to follow the right *because their conscience requires it*, not because they will get anything out of it." Such is the cry of many an idealistic mother or teacher.

One such recently barred the Knight-hood of Youth from her school, saying, among other things, "Shall we ask our children to work for rewards—such rewards as titles, marks, etc.? Or shall we try to make them do what is right because it is right?"

I think it is not unfair to ask, "Why, as a matter of fact, not theory, just *why* do we grownups do right (when we don't do wrong!)"

Well, in the first place, most of the decent things we do have no special motive at all—they are good *habits*. I have no conscious motive in brushing my teeth. True, I am aware that it serves to preserve them, but I formed the habit of doing it long before I understood the reason. I do not steal (except other people's pencils). Why? Not because I restrain myself owing to the knowledge that it is wrong, but because from babyhood, I was taught to respect the property of others. To the habitually honest person the thought of stealing never occurs, except under the pressure of extreme need.

William James long ago pointed out that in the life of the average adult, there are comparatively few *decisions*; our habits decide most things for us. I should hazard a guess that at least three-quarters of adult "virtues" are the fruit of good emotional habits formed in babyhood and early childhood, and have no conscious motive whatever behind them.



Take the matter of self-control. A., when a baby, found that screaming would always bring sympathetic attention. At three years old, a "tantrum" was always effective. Naturally, he fell into the habit of tantrums; at the first sign of opposition, his mouth automatically opened and the roars burst forth. He is now twenty-five, rather too old for

actual kicking and screaming, but he still has tantrums. He is in the clutch of the habit. He realizes that it is undignified to lose one's temper and that it is making him unpopular, but he declares he "can't help it," he "was born high-tempered." On the other hand, his friend B. was lucky enough to be blessed with parents who set him an example of serenity, who kept him in a healthful, quiet, atmosphere, and who never let his budding "tantrums" get him either his way or even the satisfaction of public notice. As a result he is, at twenty-five, a serene, sweet-tempered person. Why? Not because he recognizes the rightness of serenity and wrongness of temper but because he has formed the *habit* of self-controlled calm.

And after Habit comes *Imitation* and *Suggestion*. A very large number of our desirable actions are due, at bottom, to the fact that other people are doing them and that we are *expected* to do them. This is back of the "morale" of the great public schools of England. It is one of the weapons of every fraternity and secret society. It is the secret of "noblesse oblige." Ask an Etonian, a Mason, or the member of a great and fine family *why* he does not engage in a swindle that would never be found out and that would net him millions. He will not reply "because it is wrong"; he will say "Why such a thing would be impossible for me. It simply *isn't done*. It would dis-

grace my school—or my lodge, or my family.”

In the third place, we do right—no matter what we may claim—because it is going to procure us *some reward, some satisfaction, some recognition*. Of course the rewards which appeal to us vary with our age, tastes, and stage of spiritual development. Old Mrs. B. goes to church because she formed the habit fifty years ago. Mr. B. goes because she always has assumed that of course he would. Mrs. C. goes because everyone else does. Mrs. D. goes because St. Giles’ lends her social prestige. Mrs. E. goes because she thinks church-going is necessary to obtain entrance to Heaven. Mrs. F. goes because she loves the flowers and music and stained glass. Mrs. G. goes because she enjoys the eloquent sermon. Mrs. H. goes because she finds peace for her troubled spirit, inspiration and rest in a sordid and weary world. So it goes, through the entire congregation; each goes to church for his own reason. Each goes for some benefit tangible or intangible.

And last of all, alone and looking very lonely on a solitary mountain-peak, are the handful of people whose motive and whose reward is to secure happiness and opportunity not for themselves, but for others. These are the prophets, seers, philanthropists, reformers, leaders of mankind. Are these “doing right for its own sake,” “doing right, not for rewards but because it is right?” I cannot believe that theirs is any goal so bloodless, so abstract, so divorced

from the common life of common men. Pasteur and Lazelear laid down their lives gladly for the science which was more to them than life. Jeanne d’Arc prized the safety of France more than her peasant home. Socrates did not drink the hemlock “because it was right,” but because the triumph of his teachings was more to him than any personal safety.

To sum up, while we grownups may say we do things “because they are right,” we actually do them either because we have formed the *habit* of doing them, or because we are *expected* to do them, or because we think doing them will bring some benefit to ourselves or some benefit to others. We emphatically do not, once in a thousand years, do something unaccustomed, unexpected, and from which neither we nor anyone else will derive benefit, but purely in obedience to abstract “right.”

Therefore those who are interested in the Knighthood of Youth feel entirely justified in employing this method of character training, because it is based not on any abstract theory of a superhuman “right,” but on the known springs of human behavior.

In the first place, the Knighthood helps to *break bad habits and form good ones*. Jimmy has fallen into the way of stealing knives, pennies, paper and other trifles belonging to his schoolmates. By checking his chart daily, he is forced to pause and think instead of automatically yielding to the habit, and after a time, repetition will make honesty habitual.



A Knighthood Group in a New York City School

In the second place, the Knighthood utilizes *imitation and suggestion*. Jimmy sees his comrades trying to overcome their faults. He does not want to be "out of it" and decides that he too will strive to be a Knight. He and twenty or more other youngsters solemnly form "The Circle of Abraham Lincoln" and woe to the lad who smirches the honor of his "Circle" by misdoing.

Thirdly, the Knighthood helps its members by suitable *titles and recognition*. The small boy who blushing receives before the school the title of Knight, *may* be a prig, but there is no reason why he *must* be one, any more than the scholar who blushing receives the title of Ph.D. or the student who has earned his M.D., or the clergyman who is given an LL.D. He has as good a

right to be happy over wearing his Knighthood badge as the soldier has over wearing the Croix de Guerre or the Mason over wearing his pin.

And lastly, the Knighthood, step by step, leads the boys and girls to understand what *is* right, *why* honesty is best for us and best for others, what rewards are the highest and best worth giving one's life for. For "doing right because it is right"—a mighty cold proposition—it substitutes being kind, honest, industrious and reliable. because kindness, honesty, hard work and reliability make life happier for ourselves and others. Those who are sponsoring the Knighthood believe that *making right-doing attractive* is the road to character-training, and it will continue to be so while human nature lasts.



The Child and the State

A HEALTH survey of eighty-six cities made by the American Child Health Association has proved that in Massachusetts and California, the children go earliest to bed, while the children of Tennessee and Ohio are found to be early risers.

It's early to bed in Mass.,
And early to bed in Cal.;
It's there that they take first class
For the health of the boy and gal;
And it's early to rise again
In Chattanooga (Tenn.),
And it's up with the lark, you know,
In Springfield (O-hi-o);

But in Va.

And Ga.

And Kan.

And Conn.

Till late at night there is something on;

And in Wis.

And Miss.

And Ark.

And Ok.*

They lie abed till nine o'clock.

So if, little lad and lass,

You would be strong women and men,

You must go to bed like the child in Mass.

And rise like the child in Tenn.

—Punch, London, November 4, 1925.

* Poetic license for Okla.

The Case of the Non-Theatricals

BY CHARLES C. GRAY

Principal, Emerson School, Seattle, Wash.

THE writer recently attended the meeting of an organization of which he is a member, to which a gentleman from the motion picture exhibitors' association had been invited, to favor us with an exposition of the association's attitude on various phases of the exhibitors' relationships with the public. The gentleman appeared and gave a most courteous, interesting and informational presentation of the exhibitors' outlook. He brought an apparently very complete and certainly very entertaining belief for his clients, as a worthy and loyal counsel, so to speak, unquestionably should.

I venture the following as a fairly accurate outline of his argument:

1. The motion picture exhibitors in this state were not organized at all until about a year ago; but now a very large percentage of them (I fail to recall the figures) are members of the exhibitors' association.

2. One of the benefits of such organization is the opportunity it affords for doing effective work against such proposed legislation as may appear to be adverse to the business interests of the motion picture theatres—one of these adverse propositions being a censorship of films.

3. The motion picture business, however, is so large an institution, so widely and intimately ramifying into our social interests, that public censorship of its exhibition is out of the question—it cannot be censored.

4. The exhibitors are under great expense for suitable theatre rooms, taxes, license, equipment, service, inspection, etc.

5. As against the public's contentions of culpability on the exhibitors' part for the objectionable character of some of the films shown, the public should know that the exhibitor is, by some of the big producers, forced to buy his films en bloc; that is, in order for him to secure some film of great note, he must take with it many (as many as forty sometimes) other films, "kite-

tailed" onto the leader—films of which he knows nothing, perhaps, and some of them at the time, it may be, as yet not even made.

6. One of the most unfair menaces to the exhibitors' business interests are the non-theatrical activities of such institutions as schools, churches, parent-teacher associations, lodges, etc., none of which has any requirements of costs, equipment, etc., comparable with those of the theatre, but which compete with the theatre, thus unfairly, by giving evening picture shows to the children, young people, and even to the general public.

7. Such non-theatrical activity constitutes a commercialization of the schools, churches, etc., and is therefore patently wrong in principle, and thoroughly unfair in practice—and should be, and must be, stopped.

8. The theatres would be very glad to co-operate with any of these institutions named, by arranging to pool interests and activities on an evening show, going 50-50 on door receipts, thus avoiding competition and at the same time assisting the community organizations to realize their desired financial benefit.

9. The non-theatrical group makes use of the same films that the theatres are purchasing, anyway, so why not unite with the theatre in their showing?

10. The screen is today the most powerful and effective means of public education in use, and is certainly destined to become the greatest educational device available to the schools of the land.

The writer believes that the foregoing ten points of the discussion quite fully and accurately outline the gentleman's argument. It will be evident that his presentation had been most excellently worked out, and that the outlook and attitude of the motion picture exhibitors were most loyally and entertainingly given. However, this paper purports to be a sort of

brief in reply for the non-theatricals, of whom the gentleman, for the exhibitors, so earnestly complains; and the writer will endeavor to serve, with equal loyalty, even if not so expertly, the cause of *his* clients; for he believes that they have a very just case for consideration and judgment. Let us see:

CONCERNING ENTERTAINMENT FILMS

We shall leave out of this discussion the consideration of the "educational," since on their showing there seems to be no controversy, and shall confine the arguments to the showing of entertainment films.

Motion pictures are, as the gentleman avers, quite the premier device for entertainment today, in its most fascinating and emotional phases. They appeal as no other form of amusement does. To children's natural receptivity and emotional responses they appeal with special power. It is the especial right of children to be accorded this wonderfully realistic and widely comprehensive form of entertainment and information. Parents are in duty bound to provide for their children this fundamentally effective means of tendency-and-habit formation.

Then, too, this superexcellent attitude-and-ideal former has no rival in character building possibilities. Children live the emotional experiences governing them as they view the picture; and their attitudes of mind and soul toward life's moralities are definitely shaped for future responses in real life.

Well, careful and thoughtful parents keenly realize all these facts, and therefore feel with the deepest concern, their obligations to the children in the matter of affording them this fundamental means of mental, moral and educational development, both for their present needs and for their future welfare.

But—the open, receptive nature of childhood is as invitingly exposed to immoral and destructive suggestion as to the moral and constructive; and it is the part of the careful parent to fend it from the former, while providing it with the latter. The nascent elements of future rectitude, awakening in childhood, will never be stimulat-

ingly cultured by our resorting, for their fertilization, to a mixture of spiritual enhancement and immoral suggestiveness.

PARENTS FEEL NEED KEENLY

Careful parents are most keenly alive to the seriousness of all these truths. This awareness weights the more heavily their concern over the quite common impossibility of finding an entirely suitable provision for their children's entertainment and instruction in the ordinary mixed programs of our regular motion picture theatres, even though perhaps a fine feature film composes a part of the evening's run.

The writer recently attended the first run showing of an extraordinarily beautiful new picture play in one of the large theatres of the city. Many children were present, as indeed they should have been. The play was wonderfully fascinating, and the writer's own pleasure was increased by his realization of how the children there must be carried away into veritable wonderlands of exhilarating imagination—to them a living reality.

As an interlude in the program, the management staged a highly artistic Oriental dance. I now watched the reactions of a group of small boys near me, and was saddened by noting their sly glances to one another, their winks and knowing smiles, their snickers and appealing nudges, as the dance—wholly too sophisticated for their childish life experiences—proceeded in all its artistic but somewhat voluptuous, beauty. These lads could not understand nor appreciate the finesse of the dance itself, but found their comprehension and interest in the really rather startling display of the dancers' figures. I could not help wishing that the boys, in being privileged to see the play in all its cleverness, had been spared the unsafe allurements involved in the Oriental dance.

DANGER IN MIXED PROGRAMS

However, one needs but to attend any theatre to find that the program is very commonly composed, if, in part, of a very laudable picture play, then, also in part, of some questionable, or (for children) intolerable filler—with domestic infelicities,

drinking scenes, sex playups, revelations of nudeness, dope complexities, triangle stuff, mushy love scenes, profanity, stealing, property destruction, brutalities, irreverence for elders, disrespect of law, misrepresentations of institutions, etc., ad libitum and ad nauseam.

Parents know that these objectionable things are shown in the theatres, and they are awake to the demoralizing influences of these subtle teachers of childhood and youth. To improve this situation, it would therefore seem clear that parents must provide the children due entertainment in some other way, and the only apparent safer way seems to be the recourse to the complained-of non-theatrical programs, wherein a careful selection may be made, and wherein any objectionable feature of an otherwise acceptable film may be "cut" before it is shown. These advantages to the non-theatrical shows seem to furnish very sound warrant and justification for their existence and use.

The exhibitors are not herein charged with a deliberate purpose to trick and demoralize childhood and youth in the running of the pictures that compose their programs. In fact, their helplessness to choose their films was most frankly declared by our guest.

SCHOOLS CAN SELECT FILMS

But homes and schools and churches

know very well that if they are to spare the children and youth the demoralizing features of motion pictures as ordinarily shown in the theatres, they must find some way of providing this education and entertainment other than at the theatres—and therein lies the defense of the non-theatricals, which can be selected and "cut" before the children are given the show.

"Business as Usual" tells the parent he shall not be permitted to make these choices for his children, and that the non-theatrical "is all wrong, and must be stopped." However, let the parent reply to "Business as Usual," "Go out and stop the south wind in spring time; stop the parent's solicitude for character development in his children; stop his care and sacrifices for the children's education in rectitude, cleanmindedness, clean habit responses, right attitudeness in the multiple interests of daily living—stop putting consideration for these vitalities ahead of and above that of the dollar for "Business as Usual"—and then assure him that when he shall find *these* orders obeyed, he may rest assured that the non-theatricals will trouble him no more; but that his ukase will go unheeded until Mr. Producer becomes actuated by a nobler design than that of making his pictures exclusively for "Business as Usual's" gains, regardless of the higher claims of home moralities.—*Courtesy of Washington Film Bulletin.*

Resolution Passed at the Thirtieth Annual Convention of the

National Congress of Parents and Teachers May 7th, 1926

WHEREAS, The National Congress of Parents and Teachers believes that in all of its policies and actions, its first responsibility is the individual child; and

WHEREAS, The securing of good and clean motion pictures requires individual action on the part of citizens; therefore,

BE IT RESOLVED: That the National Congress of Parents and Teachers recommend to all its members the expression of approval or condemnation of pictures to the local exhibitor, to the end that by such methods a strong market may be created for the highest type of films and that thus the business law of supply and demand may have its effect upon the manufacturer, the producer.

Department of the National Education Association

After School, What?

BY JOY ELMER MORGAN

Editor of the Journal of the National Education Association

COMMENCEMENT season 1926 is passing with its round of ceremonies and festivities. Four million children, more or less, are closing school doors forever. Society according to its present lights has done its bit by them and is letting them go out to sink or swim in the most difficult and complex civilization of all history. Most of them have finished only the elementary school or less.

How many of this four million are going forth innocent of the rough and ready contact with real things which the work-a-day world demands? How many are going with a cock-sureness born of ignorance of the things that really count? How many have had their school training geared into life needs? To what extent have the schools fulfilled their supreme function of building into these lives a set of habits, appreciations, attitudes, and bodies of knowledge that give a drive toward lifelong study and meditation on all the problems of life? To a much larger extent, we venture to guess, than ever before, for teachers are better trained, maturer, and wider in their outlook year by year. And yet how far we are from the goal! Wealthy America is spending less annually to train recruits for its teaching army than the cost of constructing two first-class battleships.

There is growing insistence both within the profession and among laymen that the worth of school studies shall be measured by their usefulness in everyday life. There is nothing narrow or material about this way of looking at what the schools teach. It is merely an effort to see that the various school subjects do what they claim to accomplish or get off the schedule. Orientation in

the bread-and-butter subjects is first forced upon a traditional school system, because making a living is inescapable for most people.

Orientation in the so-called cultural or leisure-serving courses has been pitifully slow. By simply studying the habits of his acquaintances one can see how little of what was taught them for its decorative and refining quality has been carried along through the years. Youth has been much sinned against both in the subject-matter required and in the method of presenting it. The reorganization of the curriculum in the light of well-defined objectives, now in progress under the leadership of the Department of Superintendence of the National Education Association, is already giving widespread relief.

An awakening profession is discovering that there is as much culture in an appreciation of ten varieties of roses as in an understanding of ten theorems in geometry or a score of classic verbs. The onward sweep of mass education is forcing schools from the kindergarten to the professional college to give students not what a past generation thought they should have, but what an analysis of today's life shows they must have if they are to make the most of themselves. It is no enough that the subjects studied in school shall be good; they must be better than all possible subjects which might be substituted for them.

Teachers are now realizing that the child's time is infinitely precious and that they cannot teach him the value of time and energy by persistently driving him through what to him are trifles. No school subject is worth teaching to any group of

pupils that in the hands of an average teacher does not command enthusiasm. Of course there will be off days and dull places, but every student of human nature knows that youth is not afraid of hardships. It is dullness from which youth would escape.

Children's tastes and preferences are being consulted today in remaking courses of study. The wisdom of the practice lies in the frankness and honesty of the child's point of view. His thinking has not been vitiated by the expediencies and artificialities of adult life. It was this that the Master saw when he advised men to become as little children. Childhood knows what maturity too often forgets—that interest is the first law of living. By getting his education in the study of things that to him are meaningful the child gives his life a significance, a forward swing, a sense of action and personal responsibility, a zest in discovery, and a technic of learning that lasts through the years.

Let us then at this commencement season as we gather our four million school leavers into a hundred thousand ceremonial halls (better still in the quiet moments of personal companionship), give them the best



advice we have. Nothing could be better than a score card for measuring their own lives; not a finished schedule with all the items filled in, but a growing scheme of checking on the important things, following the practice of Benjamin Franklin as described in his autobiography.

A Committee of the National Education Association has defined the ends of education under seven heads. No one can go far without facing all of them frankly. They are health, use of the tools of learning, worthy home-membership, vocational effectiveness, citizenship, worthy use of leisure, and ethical character. Let the child learn to take monthly and yearly inventories under these heads. Let him fill in under each a score of subheadings that fit his own case. He will then discover that life and growth mean learning. He will then know that the development of himself is more important than the accumulation of material goods. He will then understand that schooling is merely a foundation upon which to shape an intelligent life. After school will come the glories of wider and freer learning aided by all the wonderful creations of modern science and invention.

Let Every Graduate Ask Himself How Do I Score?

<i>On health</i>	
<i>Use of the tools of learning</i>	
<i>Home-membership</i>	
<i>Vocational effectiveness</i>	
<i>Citizenship</i>	
<i>Use of my leisure</i>	
<i>Character development</i>	
<i>Total Score</i>	

Subheadings can be filled in under each of these seven topics. For example, health springs from right habits of working, eating, sleeping, exercise, and cleanliness. Have I improved in each of these points during the past year? What plans have I for improvement in each next year?

	<h1>Child Health</h1> <p>Department of the</p> <h2>AMERICAN CHILD HEALTH ASSOCIATION</h2> <p>Edited by KATHERINE GLOVER</p> <p>in co-operation with the professional Divisions of the Association</p>	
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The Neglected Foods

BY ALICE FISHER LOOMIS

"Every live thing that is young must grow; growth is evidence not only of health but of life. The growth of the body is conditioned by its nutrition. That not only the health but the size, weight, vigor, even the fertility of animals can be controlled by the kind of food given, has been demonstrated in many experimental laboratories. . . . That the same biological laws apply to the human race is beyond question."—DR. L. EMMETT HOLT.

AN American novelist, writing of the life of fifty years ago, spoke of a certain character as "one of those new fangled doctors who believed that what the baby ate had something to do with its health." If that was a new idea fifty years ago, it is a well-worn idea now. The belief that the baby's health is dependent on its food is almost universally accepted, and the novelty now lies in the idea that we once thought otherwise!

There is by no means the same universal realization, however, that the diet of the runabout or of the school child has "something to do with its health." In many homes there is still no very clear understanding that a full stomach may not mean a well-nourished body, and that if a child eats heartily, and digests his food without difficulty all may nevertheless not be well. Indeed, it is hard for those who have not studied the subject, to believe that this is the case. To appease hunger is one of our elementary instincts, but instinct does not

tell us that the immediate satisfaction from eating is not to be depended on as a guide. Science teaches this to us, and experience would tell it to us if we could watch long enough and carefully enough. But results are sometimes slow. All may seem well for awhile, the child may grow properly, be even *over* average weight, and yet if some essential is being omitted from his diet, the final result will be illness, or lack of vitality or undevelopment.

The Bureau of Home Economics of the U. S. Department of Agriculture writes:

"In the midst of plenty, thousands of American children are not getting the foods they need for the highest development of mind and body. The United States has more food and better food than any other nation. Our pure food laws and sanitary methods of handling food supplies are world famous. Along with our efforts to safeguard health through food control, however, we need to develop better food habits and so reduce our alarmingly high percentage of mal-

nutrition. For the undernourished child does not have a fair start, and everything is harder for him. Even though his body may outgrow some of the visible signs of malnutrition, others not so apparent remain. His resistance is likely to be lowered so that he 'catches' disease easily. Faulty mental habits cling and in countless other ways he carries a handicap all through life.

"Every mother of a young child needs to know the following signs of good and poor nutrition and to watch for them as her child develops:

"The well-nourished child has an erect, sturdy, well-developed body with straight legs, flat shoulder blades, full rounded chest, strong white teeth, and firm rosy flesh. The expression of his eyes and face denotes a keen happy mind, and all his movements show vigor and energy without undue nervousness.

"The body of the undernourished child exhibits just the opposite characteristics and his listless attitude toward life or his extreme nervousness and irritability show that he is carrying a heavy handicap. His body is likely to be stooped, not well padded with flesh, and the flesh itself pale and flabby. The chest is flat and narrow, while the shoulder blades protrude in 'wings,' and bowlegs and knock-knees show that his food has not furnished the right materials for proper bone formation. The teeth are often uneven and show evidences of decay, and the breath is unpleasant, instead of sweet like that of the normal child. There are dark circles around the eyes, and the expression is often dull or wistful. He is finicky about his food, and temper tantrums are not infrequent. His school work is likely to be erratic and below standard. Some or all of these signs of malnutrition are found in a large percentage of the pre-school and school children of the United States today."

Since a child's growth and health must depend in part—and in large part—on the food he takes, it is evident that his state of nutrition can be more or less controlled by himself or by his natural guardians, depending on their knowledge of right food habits and the care they take to practice them.

What is true of the individual is true of

groups of people, and whole races have been known to improve or deteriorate owing to a change in dietary habits.

An example of this is the North American Indian who is acknowledged to have been the possessor of an unusually fine physique. Why has he changed, as so many tribes have? Why do so many now suffer from rheumatism and fall an easy prey to disease? While there may be more than one answer, the fact that those Indians who have taken to farming and produce milk and vegetables, maintain their physique, seems to indicate that much of the deterioration of those who do not farm is chargeable to the lack of the substances that growing foods supply. For the Indians who do not farm but buy their supplies from stores subsist largely on meat, beans, milled cereals and tubers.

On the other hand, it is also possible to raise the health standard of a race.

Dr. James Kerr, a man eminent in child health work in England, speaking at the meeting of the World Federation of Education Associations, at Edinburg, last summer, said of the young people of his country:

"War rationing brought to numbers of our children a physiological dietary such as they have never enjoyed before, and for a time it is showing in enhanced bodies and brains. The senior county scholars who used to go to the universities before the war were often of such miserable physique that it was sometimes a wonder whether they would stay throughout the course. Recently—post-war—they are jolly lads and lassies who nearly average, and many over-top, six feet. Satisfactory physiological supplies during their growing days account for the change."

Another tribute to improved feeding as a means of producing a finer type of child from the physical standpoint, was given by Dr. A. D. Allen, Head Organizer of the National Milk Publicity Council of England, who speaking at the same Conference said:

"When I came back from the United States, we established one of the many demonstrations we have since carried out to show the advantage of giving school children an additional milk diet. We obtained

the necessary pint of milk a day for each child, and the experiment was carried on for four consecutive months. The report at the end of the period stated that these children had improved in height more than the 'control' children with whom they had been compared, that they increased in weight, and that the haemoglobin content of the blood had improved. In other words, they have improved physically.

"Interesting as that statement was, it was not so interesting to me as was the opinion of the teachers and the parents. The teachers said that the pupils were brighter and altogether more intelligent and that they took a greater interest in their lessons. The parents reported that their children did not suffer from headaches and were becoming mischievous—an excellent symptom in children."

Here was an example of ready response to an improved diet, and it is encouraging that sometimes quick results can be obtained. We cannot expect to get such results in every case, however; more often we must be content to build gradually and faithfully. Experiments in animal feeding have demonstrated how well worth while this building is. They have shown also how the effects of an imperfect diet may not show for a considerable length of time.

A rat, for instance, may be able to get along on a faulty diet without showing ill effects, *up to a certain point*; then he begins to fall behind. Sometimes (depending on the particular lack in his diet), this point comes soon; sometimes it does not come until he is almost grown; and sometimes again he may manage to grow to full size but fail to reproduce, or if he accomplishes this, his offspring may show the results of the poor feeding. *And all the time the rat may have had plenty to eat!*

OUR NATIONAL FOOD HABITS

Plenty to eat, then, is not enough; we must know what to give our children. When we look around at the meals children of all classes and in all parts of the country are eating, what foods on the whole are being slighted that ought to go into their diet?

Meat, potatoes, gravy, bread and other cereals seem to be the most commonly in use—all good foods if given in the right proportion, but *not enough in themselves*. They leave out of account certain substances that are supplied by milk, vegetables and fruit, and that are absolutely necessary for health.

THE KING OF FOODS

Of these, milk comes first for children (and indeed for people of all ages.) It is in a class by itself because no other food can take its place; it is in itself an almost perfect food. * "It helps to make strong bones and teeth and to strengthen the heart action; it is necessary for good digestion, for good circulation, and for all the other body activities, and hence improves

health in general.

"Mendel, of Yale University, says that too little of a substance called calcium may result in sudden breakdown in health for which there seems to be no explanation. From two to three cups of milk a day will supply as much calcium as the body needs and help to prevent illness. It would require more than ten pounds of meat or one pound of spinach, or three to five pounds of other green vegetables, or one and one-half dozen eggs to provide the same amount of calcium. Since the body is in danger without this substance, this comparison shows how necessary is milk. No other food, except cheese which is made from milk, can provide enough of it.

*Lucy H. Gillett, Foods Necessary to Good Nutrition. United States Indian Bureau, Washington, D. C.



Courtesy National Dairy Council

"Milk contains all of the vitamins known to be necessary. Without these vitamins children do not grow as they should."

Though every child should have from a pint to a quart of milk a day, the whole amount need not necessarily be drunk as a beverage. Part of it may be used in milk soups and milk puddings. Delicious soups can be made from the juices of vegetables and the water in which vegetables have been



"These girls are twins. They were the same weight at birth and have been raised under the same conditions, except that the larger girl is a regular user of milk and now weighs sixty-eight pounds while the smaller one does not use milk and weighs but fifty-eight pounds—milk made the difference."

cooked: Add the milk at the last minute, so that it heats but never boils.

There is a long list of wholesome puddings in which milk is the principal ingredient: custard, bread pudding, rice, sago and tapioca, junket, cornstarch, ice cream. Cocoa made with milk is often acceptable to the child who fancies he cannot drink, or does not like milk.

Do not give the children skim-milk if whole milk is available; when you do you are depriving them of one of the valuable factors in milk. If now and then you cannot avoid doing so, make up for it by giving

them some extra butter or an extra green leafy vegetable. An Extension worker once had hard work to persuade a mother to save out enough whole milk from the butter making for her children. So she suggested the family try an experiment on two little kittens they had; it was agreed to feed both kittens an equal quantity of skim-milk, but after each meal one was to have in addition two teaspoons of cream, the other nothing. A month later the mother wrote: "I tried the experiment you said, and oh! the difference in the kittens, and now I give my children whole milk."

THE PLACE OF VEGETABLES AND FRUIT IN THE DIET

Important as milk is, and near as it comes to being in itself a perfect food, it fails of being quite so, and we must turn to vegetables and fruits to supply the deficiencies. Iron is not present in sufficient quantities to provide for body needs, and this is found plentifully in many of the common vegetables, such particularly as spinach and lettuce. Dr. McCollum says: "One of the great surprises in nutrition studies in the last few years was the discovery of the remarkable dietary qualities possessed by the leaves of plants when these are edible.* * * Chief among these are cabbage, lettuce, spinach, collards, turnip-tops, beet-tops, Brussels sprouts, endive, dandelion leaves, kale, watercress and lambs quarters. * * * Asparagus, which is a very young and rapidly growing sprout has much the same dietary properties as the leaf. String beans, which are immature pods, are also classed as a leafy vegetable." This is a long list, and for children who live in cities it contains items that can be obtained all the year round. For those who live farther from sources of supply, it is encouraging to know, that, at least kale and cabbage can be stored away for winter use, and that spinach is easily canned. In cooking the leafy vegetables care should be taken to cook them in as little water as possible and only just long enough to make them tender—twenty or thirty minutes.

An ideal diet for children as far as vegetables go would be every day potatoes, a

leafy vegetable and a root or fruit vegetable—two or three times a week choosing a leafy vegetable that can be eaten raw.

Some fresh fruit for children every day is desirable, but when this is not possible give dried fruit part of the time. Even canned tomatoes can be counted as a fruit when everything else fails.

TRAINING CHILDREN TO EAT VEGETABLES

This should begin early in life. In a feeding schedule prepared by the Iowa Child Welfare Research Station, the injunction to "teach the children to eat vegetables" is given in the column for children from fifteen months to two years. (For that age it advises a tablespoon of mashed turnips, carrots, spinach or squash, and indicates how the amount and range of vegetables increases with the age.)

We know that children are not entirely governed by taste in their likes and dislikes for food, though they may imagine they are. The color of a food, the way it is served and cooked, the circumstances under which it is first tasted, all may play their part. It is best to serve only small quantities of foods that may not be liked and encourage the children to ask for more.

The example set by the parents in not "fussing about their food" counts for a good deal. Above all, a child's dislikes should not be made much of, or he may continue in his dislike for the satisfaction he feels in being the center of attention.

Meals should be pleasant social occasions, without rush or hurry. The food eaten under such conditions will actually do the children more good, since fear, anger and other unpleasant emotions interfere seriously with digestion.

A WELL-ROUNDED DIET

Although this article has dwelt only on those foods which are most apt to be neglected, it must not be supposed that the others are of less importance. Very briefly summarized here is the diet for the school child:

* "Every child should have at least one

*Diet for the School Child. U. S. Bureau of Education.

pint of milk a day either to drink or in his food. It is the very best food there is. He should drink plenty of water between meals. *Children should not drink tea or coffee at all.*

"There should be plenty of bread and cereals, particularly oatmeal and whole-wheat breads, which should be used freely. They are better for growing children than white bread.

"Children cannot be healthy and strong unless they have plenty of vegetables every day. Fresh vegetables are to be preferred, but when these are unobtainable, dried or canned vegetables should be given. Fruits are necessary and should be given every day if possible.

"Fish may be substituted for meat, and eggs may be given four or five times a week.

"Milk, vegetables and cereals are more necessary than meat and should be provided first."

THE CO-OPERATION OF THE MOTHER AND THE TEACHER

In nearly all schools nowadays the children receive some instruction in health habits, especially in food habits. Here is an excellent opportunity for co-operation between the school and the home, for though children may learn about nutrition at school, it is at home that they eat their meals. Instruction is thrown away if the children have no chance to practice what is taught. A wise mother will therefore work hand in hand with the teacher, finding out what is being taught and training the children in the actual performance of those habits.

In the school too, practice must conform to precept. Why teach children the value of proper food, and at the same time give them an opportunity to buy candy, pie and "hot dogs" right on the school property. The Parent-Teacher Association should see that if food is sold to the pupils it is of the right kind.

The school cafeteria, where such exists, supplies an excellent opportunity to practice the teaching of the classroom. But too much must not be expected of children; it is not fair to put temptation in their way.

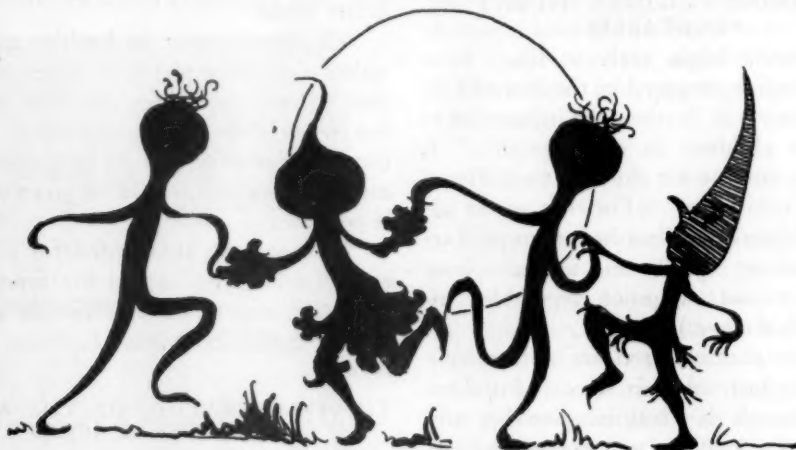
By such devices as putting the necessary foods at the beginning of the line, or con-

ditioning the buying of dessert on the choosing of certain other foods, the children can be helped to select the meal properly. They will thus be guided in putting into practice the instruction they have received in the classroom.

We cannot doubt our obligation to feed children aright and to give them such instruction as will make them naturally choose

the right food when they become responsible for themselves. We must have a conviction of the importance of nutrition.

Dr. Mary Swartz Rose has said: "Feed a growing child properly and you have helped to make a good citizen. Every child has the right to a useful body and mind, but in order to have either he must be given the right kind of food at the proper time."



BOOKS REFERRED TO IN THE FOREGOING ARTICLE

<i>Child Feeding Schedule</i> (birth to school age). Iowa Child Welfare Research Station, University of Iowa, Extension Division, Iowa City.....	Free
<i>Diet for the School Child</i> . Lucy H. Gillett. Government Printing Office, Washington, D. C.	\$0.05
<i>Food, Nutrition and Health</i> . McCollum and Simmonds, Johns Hopkins University, Baltimore, Maryland. Published by the authors	1.50
<i>Foods Necessary for Good Nutrition</i> . Lucy H. Gillett. U. S. Indian Service, Department of the Interior, Washington, D. C.10
<i>Report of the Health Section of the World Federation of Education Associations</i> , Edinburgh, 1925. American Child Health Association, 370 Seventh Avenue, New York50

SOME ADDITIONAL TITLES ON NUTRITION

<i>Why Drink Milk?</i> Folder No. 3. Children's Bureau, Washington, D. C.	
<i>Milk</i> (folder). American Child Health Association, 370 Seventh Ave., New York	\$0.06
* <i>The Path of the Gopatis</i> (a history of the use of milk through the ages). National Dairy Council, Chicago, Illinois60
<i>What is Malnutrition?</i> Lydia Roberts. Government Printing Office, Washington, D. C. 1919.05
<i>Food, Health and Growth</i> . L. Emmett Holt. Macmillan Company, New York. 1922. Gives factors influencing nutrition	1.50
<i>Care and Feeding of Children</i> . L. Emmett Holt. D. Appleton & Company, New York. 1923	1.25
<i>Food Facts for Every Day</i> . Florence Winchell. Lippincott Company, Philadelphia, Pennsylvania. 192486
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*The National Dairy Council offers this and "*Food, Nutrition and Health*," for a combination price of \$1.60.



The Study Circle

Department of the
CHILD STUDY ASSOCIATION
OF AMERICA, INC.



Edited by

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Betsy's Tan Coat

BY MARION M. MILLER

THREE-YEAR-OLD Betsy had just awakened from her afternoon nap and was peacefully putting on her shoes. This was a recent achievement and she was proud and happy and busy. What was her mother's amazement, then, to have the sunny, sweet smile change to a defiant frown at the sight of the coat and hat.

"Want my blue coat," she announced with an air of finality.

"But darling, the blue coat is for Sundays, and the tan coat is for other days," the mother explained.

"Won't have the tan coat," insisted the little one becoming more determined every moment, "positively, won't have it."

The wise mother realized that pursuing an argument of this sort would bring about no result, but that it would soon become an endurance contest in which the more persistent contestant would win out, with bad tempers on both sides, and no real solution arrived at. So she quietly

put the hat and coat aside for a moment and sat down with the little one, and talked a bit about the plan for the afternoon. Should they go to the park and play with her little friends, or had she another plan?

Promptly Betsy replied, "Like to ride in the bus."

It did not require unusual detective ability to discover that the Sunday outfit was associated in the child's mind with such holiday excursions as riding in the bus, going for a walk with Daddy, or visiting Granny, whereas the every day coat was synonymous with no such treats. Moreover, the new Sunday clothes call forth admiration, and what woman, be she three or eighty-three,

does not enjoy that!

Once the situation became clear in the mother's mind it was a comparatively simple matter to make the connection in the child's mind between something "specially delightful" and the tan coat and hat. They decided to go bus riding, as that was the



The wise mother sat down with the little one and talked about the plan for the afternoon.

dearest desire of her heart at the moment. The question of clothing sank into insignificance when there were more pressing decisions to be made. They discussed whether they should ride up along Riverside Drive and look at the boats on the river, or down to see the traffic lights on Fifth Avenue. Now the dressing was completed, the tan coat and hat put on, and the

two set off merrily on their expedition.

In addition to tiding over an emergency, procedure like the foregoing has other beneficial results. The child and the mother have both been spared the nervous strain of a "scene" that could only result in frustration on both sides; and understanding has been furthered which will aid in the diagnosis of similar difficulties in the future.

Growing Up From Babyhood

BY EDNA BRAND MANN

IT was three-year-old Elizabeth's bedtime, and her mother observed, "I must carry my little girl upstairs and put her to bed."

"Carry her up?" exclaimed the visitor in surprise. "You don't mean to say she can't walk up?"

"Why, I suppose she could," said the mother, and she thereupon let Elizabeth clamber merrily up all by herself, using both hands and feet but getting there with very little delay. "You see, Elizabeth is the youngest, and I'm afraid we have kept on babying her without realizing it."

Parents generally do not know whether they are asking too much or too little of their small children; and whether the development of the little child is proceeding in an orderly and normal fashion from babyhood to the time of starting in school. Common sense would say that the best way to tell whether a child is normal or not at a given age is to compare him with other children of the same age. But the parent's observation is not trained and therefore may be inaccurate, while the mother's and father's knowledge of children of the same age as theirs is limited.

The work of developing physical and mental standards for young children requires the knowledge and technique of a scientist, and fortunately, Dr. Arnold Gesell has been engaged for the past six years in precisely this project. His findings promise to be of practical value to physician, teacher and parent.

At first Dr. Gesell's work in the Yale Psycho-Clinic was concerned mainly with

exceptional children of school age, but his chief interest shifted to the dramatic, quickly changing years from birth to six years. These years assume primary importance, not only because they come first and thus form the foundation of later growth, but because they are dangerous, eventful and relatively unexplored. Dr. Gesell felt the need for establishing definite standards for the normal child's development in different stages of the pre-school period.

"A man is as old as his arteries," said Dr. Gesell, "but an infant is as old as his behavior." So he watched what the babies in the clinic did under certain situations and stimuli, and extended this careful observation to children in their homes. Children of two, three, four and five years, and babies of four, six, nine, twelve and eighteen months were studied. Interviews with parents shed further light.

The mental tests evolved by Binet and his successors formed a basis for much of Dr. Gesell's experimentation. He had to simplify them, to add other elements and to adapt his procedure to young children. He watched the infant's movements and reactions. Did it hold its head erect? Did it try to sit up? Did it creep, hitch or walk? Could its tiny hand hold small objects? He wanted to know how far it had progressed toward the achievement of language ability. At what age could it first pronounce simple syllables and words? He judged the child's stage of development in part by its reaction to people around it and by its personality traits. He tried to find out whether it could make use of the things that were presented

to it or adapt itself to new situations.

The series of standards for different ages—developmental schedules, as they are called—which has evolved as a result of this study of hundreds of normal children—at once suggests several lines of practical application. The alert mother is already accustomed to the idea of weighing her child at stated periods and comparing this weight with what the charts and doctors say is the normal weight for that age. Perhaps in time these personality and mental schedules will become so simplified and standardized that she will be able to check up her child's mental and personality development almost as accurately as she can now check up on his physical progress.

The child specialist who now is consulted when the weight of the child is below or above par may broaden his scope to meet the mother's anxiety because her six-months-old does not laugh when he hears music or turn at the sound of a bell or notice himself in the mirror. For reactions such as these, it is thought, are sign-posts of the child's development.

The blithe and easy answer, "Oh, he's young yet—he'll catch up after he starts in school," or "He'll outgrow all that" will not carry as much weight as it used to. In the light of accurately worked out schedules of just how a child should act at different stages of growth, it will not be so easy to pass by lightly the difficulties which begin to appear in the pre-school age. Retardations and variations should be recognized at once, for the time to correct a defect is at its beginning. Says Dr. Gesell, "Normal mental growth is not a matter of complete predestination, even in infants. Defects, handicaps, deviations, many of them preventable, occur—numerous cases of mental abnormality, of perversion, faulty habit-formation and of conduct disorder have their roots in the pre-school years."

No element is quite as significant in the development of the personality of the child as his growth in self-reliance and independence. In cases where mental and emotional difficulties arise in children, this is one of the first factors to be examined. Training along this line can scarcely begin

too early. "Not only from the breast must the child be weaned. He cannot always play in his mother's lap, he must in time begin to play on the floor. He cannot always play in the same room with his mother; he must learn to play in an adjoining one . . . he must even learn to go to bed alone and later, to school alone.

While a great many defects and lacks can be remedied by careful attention in the first years of a child's life, it is just as well to face the fact that along certain lines training and environment will make little difference. To attempt to force a child to be what he has no inborn equipment or capacity for is both cruel and useless; it can only lead to disappointment to both parent and child.

It is interesting to note in this connection that the rate of development is apparently lawful—that is, it proceeds regularly and the child does not "catch up" by fits and starts. The child who is markedly retarded or advanced in babyhood will in all probability be advanced or retarded as time goes on. Progress may be interrupted through illness or other physical causes, but the main current of development goes on, though with decreasing rapidity as the child grows older.

The parent will find in Dr. Gesell's description of the different ages of early childhood, interesting suggestions and accurate observations which will surprise him by the closeness with which they fit his unformulated guesses. Here, for instance, is the picture of the eighteen-months-old. "This age presents outstanding complications. It is the runabout, fugitive, flighty, mercurial age when the attention (and the child!) darts from one point to another with such facility that a false impression of instability is imparted. This is a trying age for the mother . . ."

The five-year-old is presented as over-suggestive, highly conformable. We are cautioned lest our schools exploit the characteristic quality of over-teachability at this age to the risk of the child's individual and personality development.

While the lay observer may try out Dr. Gesell's schedules on different children with a great deal of interest and some advantage

along the line of training his powers of observation, it would be dangerous to expect that an accurate diagnosis of the child's stage of development will result. To begin with, the schedules need the testing which only extended experience can give; and secondly, the results of observation, even though accurate, need expert interpretation just as much as an X-ray picture does. "A difference of two weeks or a month may make a great deal of difference in the score or showing in the first year or two, particu-

larly in the field of language responses. Delay in walking may be due to rickets, not to subnormal intelligence. Facility in words does not always augur satisfactory personal habits."

Careful observation on the part of the mother and father is of the greatest value, both in aiding them to gain a clear picture of the growing child and in giving them an understanding of possible danger signals, which if heeded may avert later difficulties of development.

STUDY OUTLINE

The Early Years

I. BABYHOOD—first eleven to fifteen months.

Characteristics:

Reflex and random movements.
Physical helplessness.
Emotions.
Anger when frustrated.
Fear when startled.
Pleasure.
Disgust or aversion; pain.
Hunger.

Special Needs:

Regular routine.
Plenty of sleep.
Happy, serene atmosphere.

II. WALKING-TALKING PERIOD—2 to 3 years.

Characteristics:

Imitation and recognition of others.
New ways of playing.
Development of imagination.
Beginnings of independence.
Development of memory.

Special Needs:

Continued regularity in régime.
Plenty of out-door air.
Establishing of right habits and emotional attitudes.

III. THE PRE-SCHOOL AGE—3 to 5 years.

Characteristics:

Self-consciousness, self-assertiveness.
Increased activity.
Curiosity.
Control of larger movements.

Special Needs:

Freedom to experiment.
Outlets for activity.
Wise guidance.
Self-reliance.

IV. REFERENCES:

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MAKING THE CHILDREN'S VACATION A SUCCESS

BY I. R. HEGEL

IT is with something of a sense of dread the average American mother faces the end of the school year and the coming of the long vacation. For she knows full well what it will mean . . . noisy youngsters shouting and stamping through the rooms . . . bored youngsters wondering what to do next . . . mischievous youngsters getting into all sorts of tangles, then clamoring to get out again . . . and, all in all, a hundred other childish escapades which serve to make the prolonged holiday one of dread.

But, isn't it foolish to dread anything as glorious as those three brief months of summer so quickly spent? For, with a little planning and foresight, they can be made to yield a perfect treasure trove of happiness, health and knowledge. Think for a moment of the opportunity to increase knowledge. It has been said a child learns more in three months of summer study than in an entire school term, a statement repeatedly proven by our flourishing summer schools. Then, why not investigate the subjects in which our children have failed and utilize the summer months to help them to a clearer understanding?

To accomplish this, it is not essential to send the child to summer school. The subject can be taught at home if desired, under parental instruction or under the instruction of a tutor.

I recall the case of a chap named Junior. Now Junior was a bright boy at school and he won fairly high grades in all subjects except French. This failure was probably not due to any stupidity of Junior's part, since it frequently happens that a teacher has a large class and is unable to give much attention to a backward pupil.

Junior, however, was worried. He knew a high grade in French was important in gaining the proper percentage for his college examination and he was deter-

mined to win that percentage. No sooner had school closed than he sought the help of a young college student vacationing in the community. Would he teach French for twenty-five cents an hour? No, the student wouldn't. He couldn't possibly teach for that amount. His fee was one dollar an hour. Junior turned away but he wasn't discouraged. He rounded up three of his chums who were also behind in French and quickly explained that if they all chipped in a quarter they could make up a small class and have the service of a French tutor. The boys readily acquiesced and the tutor was engaged at his regular rate.

At this point Junior's mother entered the plan, and offered her home as a classroom. She went a step further by placing the books, papers, table and chairs in the loveliest spot in the garden. Stormy days, the sun parlor served as a classroom, but, fortunately, the stormy days were few in number. During the three months that followed, the boys had the advantage of fresh air, under personal supervision, they learned the language which had been so difficult and they learned it well. Needless to say, every one passed his examinations that fall.

Why can't a similar plan be followed by other parents of unprogressive children? There is always an ambitious college boy or girl who is anxious to earn a little spare money by tutoring and there are more than enough boys and girls waiting to join such a class.

The subjects need not necessarily be confined to the school curriculum. Sewing classes, embroidery classes, woodwork classes and nature classes are all popular with children, and like the French class, can be conducted out-of-doors.

Of course, children can't plan things of this nature themselves. They need the guidance of an adult with organizing abil-

ity. And it is up to the parent to point the way or find some one who can. Vacation time is brimful of opportunities. It is, indeed, a pity if the children must miss their chance through the laziness or neglect of dad and mother.

For instance, how many children are acquainted with the beautiful places surrounding their town? A high hill with an exceptional view . . . a hidden spring . . . a woods . . . surely there must be places like this surrounding your city. Investigate! Make inquiries! Supposing it is three miles out of the city. That isn't too far for vigorous, active youngsters. Get a dozen or more together, pack a lunch and hike out. It is good healthy exercise, and it means an educational experience for the children.

If your town doesn't boast a natural beauty site nor a historical site, wouldn't it be a splendid plan to get as many children together as possible, hire a bus, and take a trip to one of the big, neighboring cities where there are all sorts of things to delight the little ones? Perchance a zoo, a botanical garden, a museum or an art gallery. There are hundreds of children who have never been outside their own town. A trip to a neighboring city would be a real treat for them and, when one considers the small cost attached to such an undertaking, one wonders why it is not done more often.

Another delightful vacation deviation is the children's club which helps to pass many happy hours. A camera club, for instance, is an interesting experiment. Most children own a small, box-like camera and, with a little adult supervision, can secure truly excellent pictures. Birds, flowers, historical sites, and bits of scenery are easily photographed and two or three prizes awarded at the end of the season for the best snapshots promotes enough good-natured rivalry to make the competition exciting. I know a church which organized a camera club of this sort and then one winter evening, invited the public to a reflectoscope on "The Beauty of Our Town," illustrated by the snapshots taken by the children. It was a huge success.

Another popular club . . . if one lives near a lake or the seashore . . . is a swimming club. A good swimming instructor is naturally necessary and this same man can act as guard seeing that no accident occurs. Both young and old can join ranks here, for aside from the sport of swimming and diving, there are countless games that can be played in the water. There is the water football game in which a towel is used for a ball. It is played in shallow water, is not in the least hazardous and yet provides plenty of healthy exercise. There is also "water tag" played like any other game of tag. Then there are the races, including the "candle race," in which contestants are given a lighted candle to hold in their teeth and swim a distance without extinguishing the light; the "tub race," too well known to explain; the hand paddle race where five persons sit in a boat, and instead of oars, paddle with their hands . . . and many others. The cost of maintaining an instructor can be met by giving monthly exhibitions in swimming or aquatic stunts where admission is charged.

Besides the clubs there are numerous other summer activities . . . the outdoor minstrel show . . . the outdoor pageant . . . the outdoor circus . . . all of which may be staged by children, and which do much toward stimulating youthful imagination and fun.

And when the stormy days come and the thrill of out-doors temporarily loses its charm, there is much that can be done indoors. A fudge party or a candy pull. For the girls, a lesson in the art of making cookies. Sewing, too, provides an afternoon's amusement, and if the sewing is supplemented by music from the victrola or radio, the enjoyment is so much greater.

For the little tots . . . a pile of sand; a book of cut-outs; a box of old postals; even a puzzle, will while away the indoor hours. And then, for young and old, there is always the book-shelf which should be well-stocked at the outset of vacation. What child does not enjoy a good book? The advice of the librarian is invaluable here and one may well base their selection on her recommendation.

One might go on indefinitely making suggestions for the stormy and sunshiny vacation days. There is so much that can be done with community co-operation, with a

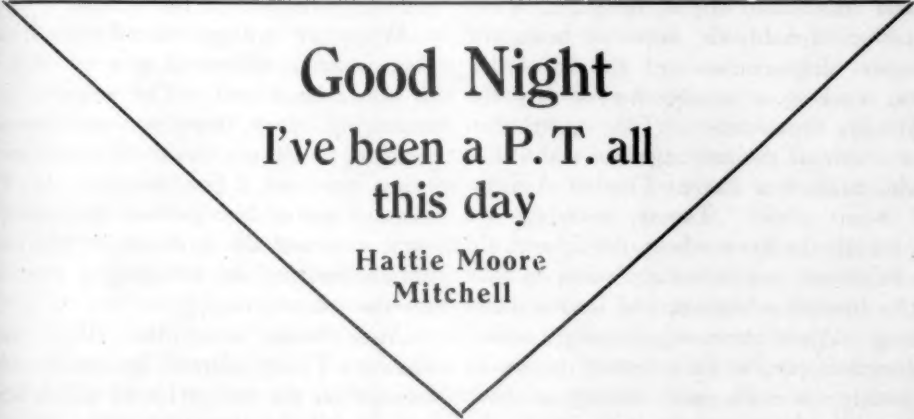
little adult supervision; so many healthful, recreational things that the vacation period isn't long enough for them all.

Just try it and see.

BE A PARENT-TEACHER ALL THE TIME

BY NEOSHO ROSS WALKER

Dedicated to Dean Hattie Moore Mitchell, Pittsburgh State Teachers College, Pittsburgh, Kansas, and her whimsical cardboard TRIANGLES



Good Night
I've been a P. T. all
this day

Hattie Moore
Mitchell

Have you been a PARENT-TEACHER all this day?

Have you guided some dear CHILD—

At work or play?

Have you felt an urgent need,

For some kindly, helpful deed

That would HELP ALL CHILDREN UPWARD

On their way?

Have you been a PARENT-TEACHER all this hour?

Have you done your BIT—

With all your might and power?

Did you help a child to fight,

For the good that's his own right?

Or are you just a piker—glum and sour?

Are WE being PARENT-TEACHERS every minute?

If we're not—let's start right now!

Begin it!

Let us put our measures through!

Help a child grow clean and true!

That the WORLD may cheer, "Thank God!

For every PARENT-TEACHER in it!"

THE NATIONAL DEMONSTRATION IN NORTH DAKOTA

THIRTY-SEVEN counties of North Dakota have reached more than the ten per cent quota of Parent-Teacher Associations in their schools.

McLean County has 74 schools organized. Community singing, with the Sims Song slides and educational pictures shown by Superintendent Thompson with the aid of a stereopticon, added much to the interest and enthusiasm of the meetings. Roseglen District holds the honor of being the "Banner Organization" of the rural districts, reaching a membership of 103 the night of organization. One gentleman arose at one of the meetings and said: "I'm pleased to have a Parent-Teacher Association in our school. Twenty years ago we had literary societies where young and old met to discuss parliamentary rules, to take part in literary selections, and have a social evening. After these organizations ceased to function people have ceased to be as neighborly, friendly and human as they used to be. Now we are returning to the 'Golden Age of Opportunity,' and I welcome the Parent-Teacher Association." In many districts it is true that an attitude of indifference has been changed to one of personal interest and some schools report that every patron has visited school since the time of organization. Neighborliness is promoted and women who have been neighbors for years and never known each other, meet and become friends.

One splendid teacher, mother, and resident of the district where she teaches in Sheridan County, said: "I welcome the Parent-Teacher Association to my school where I have taught for years, for I believe that through the efforts and co-operation of the parents of the community a high school will be possible in a few years . . . so our boys and girls will eventually have the advantage of a high school education near their own homes." In a foreign speaking community in the same county every parent was out to an after-

noon meeting, and many stated that it was the first time they had ever been out to a school meeting since coming to live in the community. In a rural district in another county, where no interest had been manifested toward improving a poorly kept school, one of the school officers stated at the first meeting of the Parent-Teacher Association that their first project would be the improvement of the school.

Wherever we go the Parent-Teacher Association is welcomed as a social as well as educational unit. The response is encouraging—even inspiring—and many interesting incidents could be mentioned to bring this out. For instance, in Wells County one of the patrons (a school officer) surprised the audience at the organization meeting by bringing a fine lunch for the entire group.

Aside from being the 100% county, Golden Valley should be much complimented on the two projects which are being carried out there this year: the examination and care of the teeth (temporary set) of the children entering the public school, and support to all efforts to eliminate cross lights in schoolrooms and bring about the standardization of many rural schools. The first project is being financed by the associations.

To Strassburg in Emmons County goes the distinction of having made the greatest increase in membership in a village of less than a thousand.

All in all, the work accomplished is worthy of note, but space obliges omitting mention of the concrete evidences of the activity of Parent-Teacher Associations everywhere. In the abstract it is satisfying to note how much is accomplished toward furthering a better community spirit and understanding.

The State Superintendents of Nebraska and Mississippi have been so much impressed by the success of the North Dakota

demonstration of the effect of Parent-Teacher Associations in rural communities that they have requested the placing of a similar demonstration in their states, promising to the National Congress the full sup-

port of the State Departments of Education to the movement. The work will be inaugurated in Nebraska this summer, and will be started in Mississippi as soon as possible after that.

Everybody Busy in a One-Room P.-T. A.

BY MRS. GEORGE C. ALLEN

President Walker No. 6, Parent-Teacher Association, Kent County, Michigan

WHEN I look at my subject, "Everybody busy in a Parent-Teacher Association of a one-room school," I am partly amused and partly perplexed. Amused because if the larger associations were to come in our midst and total our membership they would say, "No wonder every one is busy; there are so few, they *must* all do something if anything is to be accomplished." Perplexed, when I think of how much there is to do and how few to share the burden even with everybody busy.

I will try to picture an average one-room school condition as it exists *without* a Parent-Teacher Association. I am assuming that our school was on the average, with its room covering approximately 27 by 50 feet, desks at least twenty-five years old—double seats, too, no lights for evening programs, toilets uncared for, improper washing accommodations, poorly kept libraries, no music, etc.

You say, what do they have a school board for? Well, true, the board is to look after the ordinary needs of the school, and as a rule I think they intend to do it, but there are so many things which need the touch of parenthood that do not come under the duties of a school board. Then, too, they do not visit the schoolhouse and do not realize the needs further than the teacher's salary, fuel and the greater requirements. The average school library is of poor selection usually. Just why, I cannot say, but it seems to me because the average school board members have not been readers, and do not make a study of children's reading, but have expended the library fund for cheaper books, which give quantity and not quality.

There are two classes of people in most communities; first, the town type which is made up of people whose men folk find work in the cities, who attend city churches and find city amusements; then second, the stay-at-home people who do none of these things and do not care much about public activity. But a Parent-Teacher Association is bound to affect both classes through a common interest. First, most homes have children, and second, all children must go to school. And I find the children are interested in the Parent-Teacher Association because it does something for them and makes their school life full of activity, and the people that they care most about have an interest in their place of business—the school.

The organization includes everyone, father, mother and child, because a Parent-Teacher Association in the rural district must take in all the family since the mother cannot go two miles to the meeting unless father drives the machine, and both cannot leave without taking the children. The children enjoy these evenings, and our meetings are called early and close early, so the children do not lose much sleep.

Our meetings are published by the school, with the teacher as chairman of publicity, so each family in the district is notified. Then the other standing committees are the same as in the larger Parent-Teacher Associations—membership, health, welfare, etc. But with our possible membership, nearly everyone has a place, acting on some committee. And consequently if something in particular is expected of each member, each one feels the need of his or her attendance. We find, too, that if you

want to get things done, you must have the co-operation of the men. Some of the things our father Parent-Teacher Association members have supplied are: First-aid box, which the mothers keep supplied; ventilators for the windows, playground equipment, consisting of three good swings and three teeters which were substantially made by our fathers at an expense of only \$33.00 for material. This would have cost at least \$150.00, besides the expense of erection. And a fine magazine rack to which all good used magazines are contributed from the homes, also CHILD WELFARE MAGAZINE and Parent-Teacher Association Bulletins.

Then the mothers met one afternoon and made a stage curtain for the room to be used for entertainment, and we have purchased good lights for the room. There are various other small things we have done which have added greatly to the attractiveness of the room. Now with these incentives before us besides seeing a growing in-

terest and desire in our children for our school everyone in the community wants a part in the Parent-Teacher Association.

Outside of the Parent-Teacher Association proper there is the social entertainment for the young people. It seemed we had no one who could take the time and responsibilities of this much-needed task. So I appointed a committee of three young people each month who plan games and entertainment for the entire group of young people in the community, and they meet at one of the homes with the people there acting as chaperons for the evening. Also, such work as collecting of clothing for poor, story books for public institutions, etc., is all done by our young people who now feel they have an active part in our Parent-Teacher Association.

So in closing you see every one, fathers, mothers and young people have a vital part in the functioning of our one-room Parent-Teacher Association.

CHAUTAUQUA, N. Y. PARENT-TEACHER INSTITUTE

MRS. A. H. REEVE, *National President, presiding*

Monday, July 12th.

- 8.45 a. m. The National Congress of Parents and Teachers.
- 7.00 p. m. Conference: Its field, projects, and relationships.

Tuesday, July 13th.

- 8.45 a. m. State, District, County and City Councils.
- 7.00 p. m. Conference: Council Programs.

Wednesday, July 14th.

- 8.45 a. m. Local units of organization, College, High School, Grade School, Pre-School.
- 7.00 p. m. Conference: Problems.

Thursday, July 15th.

- 8.45 a. m. Operation of Local Units.
- 7.00 p. m. Conference: Programs and Activities, Relation to Home, School and Community.

Friday, July 16th.

- 8.45 a. m. Individual members; responsibility and duty.
- 7.00 p. m. Conference: Leadership and membership.

The Book Page

BY WINNIFRED KING RUGG

THE importance of a child's use of his playtime as related to the moulding of his character is the central theme of Paul Hanly Furfey's "The Gang Age" (New York, Macmillan Co. \$2). The sub-title, "A Study of the Preadolescent Boy and His Recreational Needs" explains what Dr. Furfey means by the gang age. It is the years between the time when a boy begins to be interested in team games and the time when he begins to take an interest in girls. The age is not exactly the same for all boys but generally speaking it falls between ten and fourteen. It is the Scout Age and the age of the Wolf Cubs which precede the Scouts, the age of organized baseball and of intense loyalty to the crowd with which a boy consorts.

The psychology of the gang must be understood by adults who wish to organize successful clubs for boys. Dr. Furfey observes that the theory of recreational work is little comprehended. Most playground directors, scout masters and other workers with groups of boys are practical men actively engaged in meeting specific problems. They have scant time for reducing their practice to theory. Dr. Furfey has undertaken to supply this lack and to that end has drawn general conclusions from a long series of tests and examinations of a large number of boys. He has included an extensive bibliography and copious references, thus making his book a starting point for further study. He may have erred on the side of too scientific phraseology and too many references, but these are proof of the scholarly spirit with which he has approached his subject.

The book has positive value, not only for recreational leaders, but for parents who do not quite understand the sudden

change of their little home-loving boy into an independent being engaged in the important affairs of his crowd.

* * * * *

The Women's Foundation for Health (370 Seventh Ave, New York), issues a series of useful pamphlets on health for class study or home use. The Foundation, which is backed by the National Congress of Parents and Teachers, among other organizations, has as its objective the creating of a desire for positive health and the furthering of ways and means for obtaining and maintaining it. Its program is endorsed by the American Medical Association through its council on health and public instruction. There are six pamphlets in the "Positive Health Series" (single sets, \$1.15, 10 or more sets, 85 cents each), covering such subjects as health examinations and exercises, the individual and the community, nutrition, mental health, the heritage of life, and recreation. Supplementary to the pamphlets is a set of "Outlines for Study" (25 cents) for the use of leaders in conducting study groups. The subject speaks for itself and through its reaction on child welfare deserves notice on this page.

* * * * *

For boys—or at least for the large number who own canoes or wish they did—there is good advice in Elon Jessup's "The Boy's Book of Canoeing" (New York, E. P. Dutton & Co. \$2). Mr. Jessup is a well-known contributor to outdoor magazines

and a sportsman of wide experience. He tells how to choose a canoe, how to select a paddle, how to handle a canoe, "buck the current," carry the canoe on land, camp out with it, and repair it.

One of the most interesting chapters is



about "Canoeing Safety." A canoe does not upset of its own accord, we are told. Mr. Jessup tells how to keep the cranky little craft right side up and how to make it a life-preserver if it is upset. The whole book is written in a simple concise, common-sensical way that makes its advice comparatively easy to follow.

* * * * *

Among books for girls of twelve to fifteen we find "Mary Redding Takes

Charge," by Linda Stevens Almond (New York, Thos. Y. Crowell Co. \$1.75). Fifteen-year-old Mary took charge because her mother was dead and her father a professor with his head in the clouds. She made some mistakes at first in managing her harum-scarum family but she was plucky and sensible enough to profit by experience. It is a light but wholesome story, generally free from sentimentality, and with a certain freshness of appeal decidedly pleasing.



National Congress of Parents and Teachers' Section

OF THE

National Education Association Meeting

Philadelphia, Tuesday, June 29th, 2 P. M.

DREXEL INSTITUTE AUDITORIUM

Thirty-fourth and Chestnut Streets

GENERAL TOPIC: "America's Challenge to Her Parents."

"The Responsibility of the Parent for the Mental Hygiene of the Children."

Dr. D. A. Thom, Chairman of Mental Hygiene, National Congress of Parents and Teachers, Boston, Mass.

"The Play Spirit in the Home."

J. W. Faust, Chairman of Recreation, National Congress of Parents and Teachers, New York City, N. Y.

"National Congress of Parents and Teachers."

Mrs. Edward C. Mason, First Vice President, Winchester, Mass.

"The Value of Parent and Teacher Co-operation."

Mrs. Hugh Bradford, Third Vice President, Sacramento, California.

"What the Schools Should Gain from Parent-Teacher Co-operation."

Dr. William B. Owen, Director of Education, Chicago, Illinois.

BANQUET: Monday, June 28th, 6.30 P. M., Hotel Sylvania. \$3.00 per plate.

Reservations may be made by addressing, Miss Ruth A. Bottomly, 5517 Germantown Ave., Philadelphia, Pa.



EDITORIAL

ONE man may devote years of his life to promotion of a new idea; one newspaper may hammer for years on a doctrine, and one reformer put out tons of propaganda in favor of a plan that shall make a sinless world, and each one of them believes that he has moulded Public Opinion. But, unless these ideas are adopted by the individual minds of the community or nation, it has not been moulded at all. For this much-talked-of Public Opinion is not like a volcanic island, thrown out by a single force, but it is like a coral reef, built up with infinite deliberation by the adoption of a permanent resting place by a myriad of creatures so tiny as to seem of no importance by themselves. So, we, the smallest and most obscure of us, form Public Opinion as we believe and adopt the idea that is projected toward us, and each of us bears the responsibility of it, for without our belief, Public Opinion does not exist.

* * *

No Parent-Teacher member should fail to read the remarkable statement made by our Chairman of Legislation, Mrs. Tilton, about the length of time it took really to abolish slavery in the United States. It is a most heartening and illuminating document and may be obtained through your Representative in Congress. No person could read it and lose heart over the apparently long fight to establish prohibition in this country.

* * *

The evils of bad housing for the small wage earner are being studied to good purpose in many parts of the States. In several large cities where conditions are intolerable, definite steps are being taken by philanthropic capitalists and by governmental agencies to provide something better and

more conducive to health and morals. But not all of the trouble is to be found in large cities; in most small towns and all small cities there are more or less segregated "poor districts" where too many families live together in close quarters, with no regard to the decencies of privacy, where children are born and reared in sunless rooms and where crime and disease thrive. These children sit next to and play with their more favorably housed school mates and the products of the slums—sin and disease—are communicated to the whole community. "Negro quarters," "Mexican digs," or "Poor White Flats" are a menace to any city or town.

* * *

June brings commencement, class parties, examinations and other anxieties. Many of these anxieties can be avoided if we will all be courageous and put into practice the principles of economy, good social usage and elimination of fear. Every girl has a right to be dressed in some sort of ceremonial style for her graduation, for she may not find, throughout her life, another occasion so great; but she should not be allowed to tax her parents' income unduly for it. Every boy and girl has a right to a glorious time at the class party, often their first real social effort; but there should be the proper accompaniment of adult companionship, so that there may be no heart-aches afterward. Every boy and girl is required to pass examinations at this time to find out whether they are ready to pass into higher grades or institutions; but no teacher has a right to oppress them by fear of not passing, so that they are made ill by it.

To all these boys and girls, whatever may be the forward step that they are taking at this time—Godspeed and the best of luck.

M. L. L.



The Round Table

BY FRANCES S. HAYS, *Field Secretary*

Bridging the Gap

THE most precious communication that has arrived at the Round Table came in a round-about way. The writer of this letter of inquiry was an absorbed listener at an all day Parent-Teacher Institute, held recently in a certain town in the U. S. A. She was deeply interested in a brief discussion regarding the very helpful pamphlets available through the American School Hygiene Association, and noted the address. Two weeks later Doctor Parker sent copies of these two letters. They are an interesting illustration of the valuable service the Parent-Teacher Association may render in "bridging the gap" between the need of parents for help and the unlimited supply of information available through experts in every field touching the life of the child. The letters are given verbatim, omitting only the name and address of the inquirer:

DR. VALERIA PARKER

Dear Dr. I am writing you for some booklets on social hygiene. I met Miss Hays the field secretary at _____ she said to write to you all my children's ages and you would send me what I need. We are poor, my husband gets \$15.00 a week so I can't buy much, you know. I have four girls and one boy 10, be 11 in June. Girls 14, 12, 8 and 4. The oldest is nervous and don't learn in school as she should. I will appreciate anything, information you can give me on social hygiene. Send to a member of the P.T.A. of _____. Address Mrs. _____.

(Reply)

MY DEAR MRS. _____:

In response to your recent request for some booklets which may help you to tell the story of life to your growing boys and girls, I am enclosing several of them which I hope will serve your purpose. I suggest that you read these over carefully yourself and then read appropriate parts of them to your children and answer frankly for them the questions which arise in relation to the pamphlets. In addition, I think you might find some help from Torrelles' "Plant and Animal Children," a copy of which you might secure from the Public Library in _____ or in _____.

I am sending a copy of your letter to Dr. _____, State Health Officer, _____, in the hope that he may have some additional pamphlet material for you.

Will you not write me again if I can serve you further?

Cordially yours,

VALERIA H. PARKER, M.D.,
Chairman, Social Hygiene Committee,
National Congress of Parents and Teachers.

An Enjoyable Program

AUTHOR'S NOTE:—In response to the request from this department for "Remarks" from the field, the following interesting account of a year's work was addressed to the Round Table:

"We have had such fine attendance of parents, good interest and helpful programs at our Parent-Teacher Association that we want to tell you about our work.

"We hold our meetings in the High School room and have it full at each meeting. Some of the parents come several miles, are members of the association and enter freely into the discussions. This is a small borough of 300 inhabitants, yet we boast of 35 members, and often 60 attend the meeting.

"Early in the year, we announced the plan of naming a committee of two, each month, to prepare the program and we have held to it. Some of the questions we have

discussed are: 'How much home study may a teacher expect from an average student?' 'Has the marking of the pupil's rank helped the teacher or the parent?' 'What can a teacher think when parents show no interest in child or school?'

"Five minute papers on the following subjects:

" 'The Value of an Education.'

" 'Education and Progress.'

" 'Is good spelling necessary to good English?'

" 'Visions in Education.'

"These subjects, with recitations and music each month, have been the usual program. They have provoked helpful discussions. We always have something to eat—home-made candy, popcorn or sandwiches—often only one thing, but it tends to promote fellowship.

"On Washington's Birthday, the Parent-Teacher Association sponsored a Father-Son Banquet, the first of its kind here. We cleared \$9.00. March 30th we served a Mother-Daughter banquet clearing \$19.00. We had an out-of-town speaker each time, and were delighted with the attendance.

"We plan now to place a see-saw and three swings on the school-ground, then possibly to re-decorate one room of the school building.

MABEL N. COWAN, *President,*
Parent-Teacher Association, Wattsburg, Pa."

C. S. Keller, Principal of the Pike Road Consolidated School, Pike Road, Montgomery County, Alabama, writes to the Round Table of the steadily increasing value of the Parent-Teacher Association in this fine consolidated school in a county where forty-seven schools have been reduced to fifteen, a whole county consolidated.

The Parent-Teacher Association in the Pike Road School was at one time considered a harmless, lifeless school organization which had little to do, as little attention was given it. It is now considered more than an auxiliary of the school—it is a complement of the school. The time was when only a faithful few attended meetings. Business of a dry nature was transacted and perhaps a political speaker would harangue the small audience. Over against the old way we have a new state of affairs. New life has been injected into the veins of the association. People who at one time came irregularly and who cared little for the school and its work, have become interested workers and leading members. They have been given something to do, and as a consequence they are doing something that will not only help them personally, but will help their children and their neighbors' children. A spirit of mutual friendship now exists between patrons and teachers, both realizing that if the children who make up the schools are to be educated in the broadest sense, it will call for the concerted efforts of all.

To be specific, there are one hundred and six homes represented in this school community, and from these homes come one hundred and twenty-nine members, fifty-five of whom are male members, or fathers from more than half the homes. The president of the association is a man who is the leading physician of the community. These fathers and mothers do things which count for good citizenship. They furnish good magazines and periodicals for both teachers and students. They fill the library shelves with good books and feed the children on nourishing warm food from the school cafeteria. They have installed standard moving picture show equipment, which has been utilized in an educational way. Extra-curricular activities, the organizing and projecting of recreational campaigns have received an impetus through this organization. Faith and friendships have been established. Education in its most comprehensive and broadest sense for the students of this school is the ideal set up by the members of this association.

Programs for June

Probably there will be few regular programs given in this month of roses, as most associations, if they meet at all after May, have picnics or play-days, or porch parties with informal discussions of interesting books or of articles in *CHILD WELFARE*. But the number of parents—especially mothers—who are forming the habit of getting together throughout the summer is rapidly increasing, and for these we have selected some articles which will appeal to all varieties of taste and interest.

As they present different aspects of our children, we have grouped them under the general topic:

Getting Acquainted

The summer offers an unrivalled opportunity to know our boys and girls, and we should make the most of it. Every paper listed will fill an afternoon.

For the High School

1. *Girls' Athletics—Wise and Otherwise.*
2. *After School—What?*
3. *Children Who Don't Like School.*
4. *The Case of the Non-Theatricals.*

For the Grade School or Study Circle

1. *Children Who Don't Like School.*
2. *How Can the Parent-Teacher Association Help the School?*
3. *Street Playgrounds.*
4. *The Neglected Foods.*
5. *Why Do We Do Right?*

For the Pre-school Circle

1. *Growing Up from Babyhood.*
2. *Habit Formation.*
3. *The Neglected Foods.*
4. *Summer Work for Pre-School Circles.*

And in addition to these informal meetings, of course every association is carrying on the **SUMMER ROUND-UP OF THE CHILDREN**. So every member is busy and happy.

National Office Notes

BY FLORENCE V. WATKINS, *Executive Secretary*

An announcement in a State Bulletin reads: "Among the things they (the Parent-Teacher Associations) have done for this school are: supplying a sand-table, having pictures framed, getting some new Victrola records, and contributing towards the hot lunches at the schools. *The parents are doing their part in keeping the children in school, the attendance having been ninety per cent or over every month.*" Such an announcement warms one's heart, especially the sentence in italics. Isn't this an excellent way for parents to prevent illiteracy? This colored parent-teacher association certainly must be doing excellent work for the children of the school.

The other day we saw a picture in the Delaware State P.-T. A. Bulletin of the largest night school in the State. The legend said: "The colored folks of this district worked hard to get their building wired. Not to be discouraged by their inability to do so, they came with their lamps and lanterns." And there they were with their lamps and lanterns on the desks, learning to read and write.

Too much cannot be said in praise of the "Safety Education Magazine" published by the Educational Division of the National Safety Council, 120 West 42nd St., New York City, price, \$1.00 per year.

In the March, 1926, issue is an excellent article entitled 'Billy and Betty Keep House,' which would interest any boy or girl. Of equal interest is "Mary Gay to the Rescue." In the same issue one finds a morality play for children written by Mr. A. W. Whitney, called "How Knowledge Driveth Away Fear." This play might be used by the parent-teacher association to keep children busy this summer.

The Board of Education, of Cleveland, Ohio, has issued a most interesting 68-page, paper-bound book (price, \$1.00), on "Sight Saving Classes in Cleveland Public Schools." The 12 years of sight-saving class progress in this city had made possible the writing of such a book. The plan is described in detail and would be helpful to both parents and teachers.

In the March issue of "School Life," Department of Labor, Bureau of Education, Washington, D. C., one may read a discussion of Rural Education by 32 State Superintendents. It is illuminating and would be informing to any who are studying the subject.

Another article in the same issue describes the "British Institute of Adult Education a National Clearing House." This article will be interesting to those working for the removal of adult illiteracy.

Ethel Richardson's "California Is Making Determined Efforts to Overcome Illiteracy," treats

not only of the cure of adult illiteracy but also of prevention of illiteracy. In this article she states: "Our great problem in this regard is the migratory laborer. Being an agricultural state, with a wide variety of crop seasons, we have an exceedingly difficult task in keeping in school children who travel with their parents following the crops. It has been variously estimated that we have from 10,000 to 40,000 families on wheels." No wonder California was one of the few states to ratify the Child Labor Amendment!

Dr. Joseph S. Stewart, Professor of Secondary Education at the University of Georgia, discusses a subject on which there are numerous opinions when he writes on "Eighth Elementary Grade Means Additional Cost and Loss of Time."

A quotation from "Our Dumb Animals," "All Education and all Moral Discipline Should have but one object—to make altruism triumph over egotism." Comte.

Each month "Our Dumb Animals" has splendid stories for boys and girls as well as information for parents and teachers interested in humane education. If our boys and girls learned in babyhood to love, protect and "be kind" to dumb animals, how many hard lessons they would be spared and how much happiness they would give their animal friends. This magazine which "speaks for those who cannot speak for themselves" is worthy of perusal by parent-teacher workers.

In the Texas "Parent-Teacher Association Messenger" for March, was a plan for a "Recreational Leaders Institute" to be held at Houston, March 1 to April 17, 1926. This seven-weeks school presented an opportunity for mothers, teachers, playground directors, and volunteer professional leaders from all organizations interested in leisure programs to receive instruction from leaders of national repute. Information was given as to where the classes were to be held, the subjects to be treated and the instructors to be heard, the membership and registration requirements, and the certificates to be issued. An excellent idea. How many other cities are planning similar institutes? Please let the National Office hear about any others.

In the March California "Parent-Teacher" are "Stories of the Presidents." Isn't it a fine idea to tell the membership about the leaders who have made the State Branch? Today we are a bit prone to forget the early pioneers who laid the foundations and to whom the later success is due. All honor to those who had the vision and the courage to try to achieve the far goal. It is intensely interesting to note the contributions made by each. How wonder-

ful also to be shown the greater things now being attempted, greater than even these broad visioned women once dreamed possible.

The March issue of the Michigan Educational Journal has helpful articles on: Public Schools and Religious Education, Relation between Rural and City High Schools, Apropos Changes in Methods of Admitting Students to the University and Shaping Men and Women. These are all very scholarly and worthy of careful consideration.

Lest the readers of Office Notes think the writer devoid of a sense of humor, here are a few other items from the same publication:

When the waiter said to the professor of English, "Did you say pudden, Sir?" the enraged diner answered: "I did not—and I hope I never shall."—*Answers.*

In some schools there are penny savings banks for the children. One Friday afternoon a little depositor asked if he might draw out three cents. Monday morning, seeing him return the money, the teacher remarked:

"Why, Robert, you didn't spend your three cents after all!"

"Oh, no," he replied airily, "but a fellow just likes to have a little money on hand over Saturday and Sunday."—*Boston Transcript.*

Teacher—"Willie, what is zinc?"

Willie—"That's the French pronunciation for think."—*Ex.*

First Student (?)—"What shall we do to-night?"

Second Student (?)—"I'll toss a coin. Heads the movies, tails the dance, and if it stands on edge we study."—*Country Gentlemen*

Children's Bureau Publication No. 155, is called "Child Labor in Representative Tobacco-Growing Areas" and costs but 5 cents when ordered from the Superintendent of Documents, Washington, D. C.

In the introduction we read:

"From the time tobacco is planted until the leaf is ready for market a great deal of the work necessary in its cultivation is done by hand.

"Much of this work can be done by children because it requires merely watchfulness and care rather than physical strength. Although no statistics are available concerning the number of children working on tobacco, children are known to be employed extensively on this crop, to which in five States, more than 1,500,000 acres are devoted.

"Tobacco is grown to some extent in 42 States. . . . On the large farms in the Southern States the owners have tenants. On the small farms the owner and his family do most of the work. Among the tenant class and the small owners the acreage of tobacco worked depends upon the number of hands in the family, always including the children. In New England much of the tobacco is raised on a commercial scale by large corporations, and most of the work on this tobacco is done by hired laborers. A few of these

reside on the farms the whole year, but by far the largest number, including many children, are imported for the season, usually only for harvesting.

"Of the 2,278 child workers found and interviewed, 563 were in Kentucky, 606 in South Carolina and Virginia, and 1,109 in the Connecticut Valley."

This gives some idea of what may be expected to follow such an introduction. Besides the text treating of the child workers and their environment, the work of children in tobacco culture, other farm work of children, length of the working day, duration of employment, earnings of child workers, and the effect of farm work on schooling, there are pictures and 25 tables which are most illuminating. This is not a statement of theory but of fact, and whether one believes in the ratification of the Child Labor Amendment or not, he should read this publication.

The Bureau of Publicity of the Indiana State Medical Association released recently a most interesting statement on "High School Basketball and Health." One paragraph only may be quoted here:

"Basketball supplies the need of a winter and early spring sport. It can be played the whole year around. It can be played indoors and out. It is an inexpensive game. The only equipment needed is two hoops, places to hang them, a basketball, and a bunch of Hoosier youngsters. This has made it possible for the cross-roads school to have a basketball team along with the biggest, most heavily endowed school in the country. High school basketball has developed a community pride, and one of the greatest benefits of the game is the creation of a demand for high school buildings and school gymnasiums. Before the days of basketball, taxpayers were loath to see money spent for new school equipment but nowadays when John Smith, Sr., rich, conservative, an opponent of civic improvements, sees his home team, captained by Johnnie, Jr., get defeated by a rival that is better because it has a modern gymnasium in which to practice and play, John Smith, Sr. becomes instantly transformed into a rabid advocate for the best school facilities, and better school equipment means better health."

It is a joy to know that not only are men becoming interested in Parent-Teacher Association work, but that men of real prominence are expressing this interest. In a recent letter from the head of a prominent law firm in a nearby state, is this expression: (The gentleman is president of a City High School Association.)

"This work is new to me, but I am fully persuaded that it is the greatest opportunity to do something really constructive and worth-while that has ever come under my observation. The particular thing we are trying to do at this time is to educate the parents upon the subject of providing proper reading matter for their children at home and so cultivating a taste for good reading, so as to meet and offset the trashy and undesirable 'stuff' that so easily finds its way into the hands of the young in this free country of ours."

Parents and Teachers

AN ALABAMA RURAL SCHOOL BANQUET

A GOOD RESULT OF PUBLICITY

After reading Mrs. Brown's interesting account of the banquet given by the Parent-Teacher Association of Hebron, Texas, and noting that our association was confronted with similar problems when we planned the "Birthday Party" given March 5, I am submitting this report, hoping that some other association may be helped.

Our association is young and small. We organized in September, with fifteen members, these members representing each home, except one, in our school. Though we have three excellent teachers, and the pupils do splendid work, we have only an old, very inconvenient school-building, with no room for entertaining—the auditorium being discarded as unsafe. However, we planned the party and sent invitations to every one in and around our community, and to men and women whom we knew to be interested in the public welfare of Alabama. We used the National Congress of Parent-Teachers' colors, tiny sacks of blue and gold being enclosed with the following invitations:

"Into this little sack
Won't you please fold
As many pennies
As you are years old.
If you can't come to the party—
But we hope you'll be there—
Please send us the pennies
For our school-house needs repair."

At a call meeting we worked out the details and perfected our plans for the party with the following results—A committee received the guests, and, incidentally, the "little sacks." A "Hospitality" committee served to welcome the guests and to care especially for the visitors. Two members had charge of the "grab-bag," which was filled with five-cent bags of candy and cookies and was a source of delight to the children. This committee also directed the games for the children and young people. Four members decorated one of the large rooms, which was used for a reception room, and was very pretty in ribbons of blue and gold crepe paper with a profusion of jonquils and other spring flowers emphasizing the color scheme. In one corner we arranged a dining room, by using festoons of crepe paper, and small pine trees for a screen. Four small tables were placed here, which seated sixteen guests. Each table was attractive with dainty lunch cloths and vases of jonquils and narcissus. The large double daffodils with the foliage placed in pots covered with blue and gold crepe paper were very effective. One member directed the serving of refreshments, which consisted of tea (cocoa for the children) and two kinds of sandwiches. Four high-school girls very graciously served, the two in the "kitchen"—which, by the way,

was the principal's room—being met at the door by the other two in the "dining room." The kitchen was presided over by a committee of "cooks," members of the association. Each member brought her assignment of plates and cups from home, and helped furnish refreshments, the tea and cocoa being made at home and re-heated. By serving only four tables at one time there was no confusion in the kitchen, thus relieving the committee of cooks of the strain in serving a number of guests.

Nearly every one responded, either personally or with the "little sack," so the party was a huge success, socially and financially, due to the fact that each member served willingly and efficiently, and the spirit of good will pervaded the entire program.

MRS. HAROLD FITCH,
President of P.-T. A., Furman, Alabama.

MASSACHUSETTS

A PRINCIPAL'S APPRECIATION OF PARENT- TEACHER WORK

In his annual report, Mr. Arthur C. Crowell, principal of the Wadleigh School, Winchester, gives a tribute of appreciation to the Parent-Teacher Association of that school. Mr. Crowell says:

"We would testify first of all to the partnership that the Wadleigh parents as a class seem to feel that they hold with us as teachers. So many things appear to bear witness to this conscious fellowship that hardly a day passes without bringing some new or recurring instance of it. Herein lies a great part of the secret of the spirit of this school. Parental interest of such a kind—intelligent, tactful, concrete and sincere—is one of the real though imponderable assets of a public school; and we Wadleigh teachers are here glad to acknowledge it. Wadleigh School, lacking the stimulus of the earnest body of parents behind it, would be a thing far different from the school it is.

"A good index of the degree of parental co-operation is said to be in the strength of the local Parent-Teacher Association—if there is one. The Wadleigh Parent-Teacher Association is not only strong in membership; it is virile in all its responses, as manifested in the numbers that attend each monthly meeting, in the active interest that these members show in the discussion of the evening, and in the enterprising initiative as well as generous reinforcement of the good offices of the school.

"Another reliable index of the character of parental interest is said to be in the vitality of such concern with the educational progress, step by step, of the learner. Wadleigh parents characteristically take the liveliest interest and exhibit the greatest solicitude for the success of their children. Their appeal for teacher help is immediate whenever the scholastic emergency arises; and on their part they give equally as genuine support to our special efforts."

PARENT-TEACHER ASSOCIATIONS CO-OPERATE WITH THE EXTENSION SERVICE IN TEACHING NUTRITION

Seven Parent-Teacher Associations in Bristol County are co-operating with the Extension Service and the Agricultural College to study the problems in feeding their families. Each of these seven Associations, three of which are in the town of Seekonk, two in Rehoboth and two in North Attleboro, has chosen leaders. These leaders, two or more from each of the seven Associations, meet once a month for five months with the county home demonstration agent, Miss Flora Miller and the state nutrition specialist, Miss May E. Foley, from whom they receive instruction in the proper selection of food for the family. These leaders then pass on this information to the members of their local Association. Between 125-150 women are in the local groups taught by these leaders. It is not enough for the local women to listen while the leader talks to them. They are expected to use the suggestions brought to them by the leaders and to report on the results obtained. For example, at the first meeting Miss Foley and Miss Miller asked each leader to score her own food habits, using a standard score card which has been prepared by the specialist. These scores were totalled and the average found for the group. The leaders then determined upon a goal for the group to be reached by the end of the fourth meeting. When the leaders return to their local groups they ask each member to score herself. These individual scores are average score for the group is ascertained, and the group sets the goal to be reached by the time of the fourth meeting.

One meeting is devoted to a discussion of standards for health and growth. A feature of this meeting is the scoring of a healthy child by the specialist. At the third meeting the problem of overcoming food prejudices is discussed and ways are suggested to introduce in the family dietary desirable foods that are unpopular with the family.

At the final meeting menu planning is the subject for discussion and the group prepares and serves a simple meal embodying the food principles taught.

If you are interested in a similar program for a group of Associations in your state we suggest that you write the Extension Service which is a part of the Agricultural College of every State, for further information.

LUCILE W. REYNOLDS,

*Chairman, Home Economics Committee,
Massachusetts Parent-Teacher Association.*

THE PARENT-TEACHER SECTION OF THE MID-YEAR CONFERENCE, MICH. STATE NORMAL COLLEGE

Fully one hundred and fifty people enjoyed the fine program of the Parent-Teacher Section conducted under the auspices of the Michigan Branch of the National Congress of Parents and Teachers at the Mid-Year Conference of the Michigan State Normal College, in Ypsilanti.

The speakers of the day included the State President, Mrs. Fred M. Raymond, of Grand Rapids, who presented the work of the State

Branch in a forceful and earnest report of active work of the past, attractive plans being fulfilled in the present, and inspiring hopes for the future. The splendid co-operation of parents and teachers throughout the seven districts of Michigan is building an enthusiastic public opinion in favor of Parent-Teacher Associations, and promoting many new local associations and organizations of city and county councils.

Mr. Wm. E. Olds, of Washtenaw County, Roberts School Parent-Teacher Association, and also of the Central High School Parent-Teacher Association of Ypsilanti, one-time Superintendent of Schools in Escanaba, gave an excellent address upon the value of the Parent-Teacher Association in the community. Mr. Olds made a strong plea for the training and encouragement of the ability on the part of child and parent to say: "No," to the matters of life that are not the highest type of living, and to keep the ideals before both young and old that shall lift all life purposes upward and onward in community living, as such living centers in many families.

Mr. Albert Fiegel, formerly president of the Ann Arbor High School Parent-Teacher Association, by request, gave a graphic and helpful description of plans of work for high schools, as carried out in the Ann Arbor Association. The community co-operation, including the parents of both city and rural students of this high school, proved most valuable in community life, and this example was an inspiration to all high school delegates present.

Our National speaker was Miss Frances S. Hays, field secretary of the National Congress of Parents and Teachers.

With full appreciation and knowledge of her subject, Miss Hays presented the aims and purposes of the National Congress in a broad and convincing address. Her eloquent appeal and forceful description of the work of our six great departments of National Parent-Teacher activity, and her presentation of the values of local and State membership of the National body, in co-operation of Program Service, Parent-Teacher Literature, Country Life, American Citizenship, Legislation, Home Service, Health and Hygiene, both physical and mental; Public Welfare and Educational Extension, was inspiring and conveyed to her audience an uplifting determination toward stronger co-operation and fuller development of state and local activities along our National lines of experience and service.

The Central High School, of Ypsilanti, was exceedingly generous in furnishing very superior music for the occasion. The High School Band, the Girls' Glee Club and the Boys' Glee Club rendered fine selections. About eighty young people participated.

An interesting exhibit of parent-teacher literature was shown, and a Michigan map, starred with various colors representing the location of the eight hundred and sixty Parent-Teacher local associations, and the ten County Councils and thirty City Councils of the State.

Following the Mid-Year Conference at Ypsilanti, Miss Hays gave three days of valuable service in addressing a luncheon meeting

of the Calhoun County Council, held at the Postum Cereal Club House in Battle Creek; and in two remarkable: "One-Day Institutes," conducted for the Kent County and Grand Rapids Parent-Teacher Associations at the Y. W. C. A. Building in Grand Rapids, and the Wayne County and Detroit Associations, held in the Women's City Club, of Detroit.

Six hours of condensed and clarified information regarding the relationship of local, State and National parent-teacher work, as directed by Miss Hays, proved invaluable in presenting the vital need and value of trained leadership.

Michigan is grateful to Miss Hays and the National Congress of Parents and Teachers for this excellent service.

A BUDGET FOR HIGH SCHOOL PUPILS

For some time the students and advisers of Marshall High School have been making a study of personal expenditures. Each of the forty-two advisory groups made out a typical budget for its group. These budgets were sent to the principal who estimated the medians. The median budget of the school follows:

Item	Low	Reasonable	High
Carfare per week.....	\$.00	\$.35	\$.65
Lunches per week.....	.00	.75	1.25
Books per year (this is reduced by the amount of resale)	4.00	6.50	8.32
Miscellaneous, supplies, and fees per year	3.00	5.00	8.00
Extra-curricular activities per year	5.00	8.00	12.00

While students used round numbers more often than actual figures, a careful check shows a surprising accuracy. An investigation of the bookroom sales and actual purchases of books shows that the students were surprisingly accurate. The sum of \$6.50 was estimated as a reasonable amount for purchase of texts after deducting resale value. The bookroom manager estimated that a student could purchase books for \$2.00 to \$3.00 a year net.

The following recommendations were made for carfare, lunches, and supplies:

Item	Minimum	Maximum
Carfare	\$.00	\$.35
Lunches00	.75
Supplies10	.15
Total per week.....	.10	1.25
Total for 38 weeks....	\$3.80	\$47.50

The total recommended budget is as follows:

Item	Minimum	Maximum
Books	\$2.00	\$3.00
Extra-curricular activities ..	6.00	6.00
Carfare, lunch, supplies....	3.80	47.50
	\$11.80	\$56.50

A very important item is expenditure for extra-curricular activities. It is strongly urged that parents recognize the very great importance of the school activities. These furnish a type of service that can be rendered in no other way. The student who can not attend athletic games, school functions, and who can not subscribe to his school paper and annual is not getting the most out of his school life. The principal has planned an activity book. Next September, a coupon book will go on sale for

a limited period. This book will sell for \$6.00 cash. It will entitle the holder to the Judge for one year, the Cardinal, the Student Council Vaudeville, two operettas, two senior plays and something like thirty football, basketball, baseball games, and track meets. This represents something less than one-half price. It is urged that students themselves earn the money. A large number of them have already made plans to have the \$6.00 safely banked before September 1.

Students at Marshall are not extravagant, but we believe that we can save them money and assist them in forming habits of wise expenditure. The poor boy or girl can actually attend school and take care of all necessary expenses for less than \$12.00 a year. On the other hand, it is possible to reasonably expend close to \$60.00 if the student buys his lunches at school.

—ROSS N. YOUNG,

Principal Marshall High School, Minneapolis, Minn.

CO-OPERATION IN OREGON

The secret of the success of the Franklin Parent-Teacher Association of North Corvallis has been largely due to the co-operative spirit manifest among its members. If some article of equipment was desired for the schoolroom that the school board was unable to provide, unified action on the part of the association solved the problem.

A beautiful balopticon was purchased which added new interest and zest to class work, by presenting dull and stereotyped subjects in a new and interesting way.

The school grounds were beautified with flowering shrubs, the school board matching dollar with dollar with the Parent-Teacher association.

When it became known to this organization that the public bath houses on the banks of a river near the city were in a condition, making them a menace to the children of the community, Franklin Parent-Teacher Association co-operated with other organizations of the city and improved conditions. About two years ago this organization took as its "project" the improvement of a tract of land deeded to the city a number of years ago by B. R. and Addie Job, conditionally, that it be used as a park.

The donors of the tract, appreciating the natural scenic beauty of Corvallis with its hills "purpling in hazy indolence" to the northwest; grand old Mount Chintimini on the west like a sentinel guarding its wealth of traditions, sought to further enhance the beauty of the city by granting this tract to the city, to be beautified as a park.

The proximity of this "gift tract" to the Franklin school, three blocks distant, made it apparent that the people of this section should take the initial steps toward its development.

A few years before, the first work was done by a handful of public-spirited women under the leadership of the late Margaret Snell, at that time instructor in home economics at Oregon Agricultural College. The venture was a difficult one as there was no irrigation system within blocks to water the trees.

Years after it fell to Franklin Parent-Teacher Association to "carry on the torch."

The undertaking was financed by the sale of trees. Private individuals, lodges, banks and clubs paid the price of a tree that the work might go on. Each school of the city is represented, each Parent-Teacher association purchasing a tree for its respective school. From streets where improvements were being made free dirt was obtained. Hundreds of loads were taken from basement excavations.

Much of the labor was donated, principally by members of the association. More than once, more "daddies" offered their services than could be used at one time. The organization waited on the city council, showed the plot which had been drawn for beautifying the ground; asked that the tract be named Franklin Square and that financial assistance be given in laying pipes. The request was granted. The association paid for the labor. From time to time other trees and shrubs will be planted. Franklin Parent-Teacher Association expects to pay for the upkeep of the square until such time as the city feels justified in relieving them of the responsibility.

EDITOR'S NOTE:

In response to requests from many of our readers, the old title of "State News" will be restored to this department, beginning with the July issue, and it is hoped that states will send in reports of their activities, so that the section may be of increased value.

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Texas	150	Ohio	30	South Carolina	10
Michigan	81	Colorado	29	Montana	9
New York	78	Kansas	28	Louisiana	8
Wisconsin	65	Iowa	26	Virginia	6
New Jersey	60	Massachusetts	25	New Mexico	5
Arkansas	59	Florida	21	New Hampshire	4
Tennessee	59	Georgia	19	Maryland	2
Arizona	54	West Virginia	15	Maine	1
Pennsylvania	44	Washington	14	South Dakota	1
Missouri	42	North Dakota	13	Utah	1
Indiana	41	Alabama	12	Nevada	0
Oklahoma	35	Oregon	12	Wyoming	0
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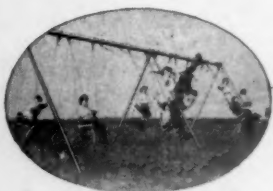
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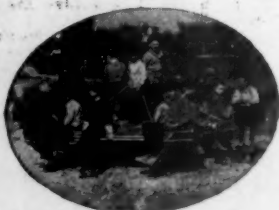
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